

ROSE, SARI. Ph.D. The Examination of a Teaching Personal and Social Responsibility Soccer Program Through the Lens of Self-Determination Theory. (2022)  
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The purpose of this study was to examine a community soccer program that utilized the TPSR model with refugee youth. The refugee experience is traumatic, and relocation poses additional stressors related to language barriers, cultural barriers, and educational barriers. Self-Determination Theory postulates that human beings have three innate psychological needs that when fulfilled lead to intrinsic motivation and well-being (Ryan & Deci, 2000). The social and emotional context surrounding an individual is responsible for either enhancing or thwarting those needs. The researcher took an in-depth look at the implementation of the TPSR model, the environment that was created, and participants' perceptions of their experiences in relation to SDT.

A case study approach allowed for an in-depth exploration of the TPSR program for refugee and minority children aged 11-16 years old (Yin, 2009). Eight training sessions were observed over two months. Various data sources including field notes, the TPSR Implementation Checklist, and interviews with the coach and five players were used to triangulate data. The researcher addressed four research questions related to the fidelity of implementation, players' intention to play in the future, their perception of the fulfillment of their basic needs, and the coach and players' beliefs regarding the transfer of TPSR values to outside of the program.

The research supported fidelity of implementation and intent to play. Three distinct themes emerged regarding the perceived support of players' needs for autonomy, competence, and relatedness. These three themes included: you get to have a word in something (autonomy), learning new skills just makes me feel good (competence), and it makes me feel wanted (relatedness). Observations revealed that the coach was intentional in her attempts to support the

learning of TPSR values and the transfer of those values to other areas. The study was limited to players' perceptions of transfer, but players reported an understanding of the TPSR values and efforts to apply them outside of soccer

The case study approach allowed the researcher to paint a rich picture of a unique program that serves an underrepresented population. The environment created by the coach and the TPSR teaching strategies used were perceived to support players' basic psychological needs. The results related to transfer were limited to players' opinions but demonstrate that players were starting to apply the values outside of the program. The intentional efforts by the coach to challenge players to expand their understanding and application of the TPSR values were supported in the interviews. These findings are an important step in understanding how a TPSR program supports the diverse needs of refugee youth.

THE EXAMINATION OF A TEACHING PERSONAL AND SOCIAL RESPONSIBILITY  
BASED SOCCER PROGRAM THROUGH THE LENS OF SELF-DETERMINATION  
THEORY

by

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## CHAPTER I: INTRODUCTION

In the fiscal year 2020, there were an estimated 26 million refugees and over 4 million asylum seekers worldwide (United Nations High Commissioner for Refugees, 2021). The United Nations High Commissioner for Refugees defined a refugee as anyone who escaped their country due to violence, war, or persecution. In 2020, children made up thirty percent of the world's population, but approximately 42 percent of forcibly displaced people were children. Many who fled were ripped from their homes and families to escape torture, mutilation, or death (Olliff, 2008). The impact of trauma on a refugee has been shown to cause physical and emotional disorders. The reality of the refugee experience is that the exposure to trauma does not end when they leave their home country. The challenges of living in a refugee camp or being relocated to a new country pose additional distress and hardships. Sports provide a safe haven and a means to assimilate and adjust to their new environment (Whitley and Gould, 2011). As a result, organizations that serve refugees in camps and relocation countries have created sports programs to engage and support refugees (O'Donnell et al., 2020; Olliff, 2008; Pink et al., 2020).

For centuries sport in the United States (US) has been viewed as a means for cultivating and developing youth (Weiss, 2016). The idea that sport can promote physical health, leadership, and character has been the foundation for myriad programs across countries and cultures (Hellison, 2011; Intrator & Siegel, 2014; Petitpas et al., 2005). In the US, sport provides the “hook” to entice marginalized children to engage in afterschool youth development programs (Hartmann, 2003). Programs have evolved over the last two decades, and instead of enlisting merely preventive measures to curtail risky behaviors, many programs now take a strength-based approach that empowers children. These sport-based youth development (SBYD) programs are built on an amalgamation of youth sport research and positive youth development theory. The

SBYD field posits that structured sports programs implemented by trained coaches can foster physical, social, emotional, and intellectual development in youth with the goal that what is learned in the program can transfer beyond the sport context (Fraser-Thomas et al., 2005; Gould & Carson, 2008; Petitpas et al., 2005). SBYD programs seek to create a positive environment where children are viewed as resources with the capacity to “gain competence” and contribute to the community around them (Damon, 2004).

For refugee youth, who can face additional trauma and challenges beyond the scope of non-refugee youth, SBYD programs offer tremendous potential as an avenue for support. Farello et al. (2019) suggests that SBYD could also help refugees make social connections, learn a new language, and develop a growth mindset. Programs that create a physically and emotionally safe environment, cultivate trust with positive adult role models, and assist refugee children with the skills needed to adjust to a new society are needed in communities with high refugee youth populations (Whitley et al., 2016).

The Teaching Personal and Social Responsibility (TPSR) model has been referred to as an exemplary SBYD program model that takes a holistic child-centered approach building on children’s enjoyment of physical activity and empowering them to engage in personally and socially responsible behavior (Gordon, 2010; Hellison, 2011; Metzler, 2011; Siedentop, 1994). Created in the US for use in physical education, the model has been implemented in other countries and other applications, including after-school programs, community programs, and summer camps (Hellison & Walsh, 2002; Pozo et al., 2018). The TPSR model is a relational model with five levels that focus on developing effort, respect, self-direction, helping and leading others, and transferring the skills learned in the program to the larger community (Hellison, 2011). Although there has been limited research on implementing the model with

refugees, TPSR-based programs explicitly foster the environment and assets that young refugees may need (Whitley et al., 2016).

TPSR programs emphasize the importance of building relationships and creating a mastery-oriented environment that empowers its participants. From a theoretical framework, the TPSR model aligns with Self-Determination Theory (Deci & Ryan, 2000). Self-Determination Theory (SDT) was founded on the belief that human beings are inherently dynamic entities that actively engage in their environment. The social and emotional circumstances surrounding them can either nourish a person's well-being or thwart it (Ryan & Deci, 2002). Just as individuals need certain nutrients to sustain their well-being, SDT postulates there are three innate basic psychological needs that nourish an individual and support their mental health and well-being. The three basic universal psychological needs are competence, autonomy, and relatedness. Competence refers to the ability for a person to feel capable of engaging in experiences or activities and exerting developing skills (Ryan and Deci, 2017). Relatedness concerns the connection that a person feels for others and their surrounding group. Autonomy relates to acting according to a person's own choices. These choices are influenced by other forces but are ultimately based on an individual's validation and self-expression.

SDT has been researched widely in the areas of sport (Ntoumanis, 2012) and education (Reeve, 2002; Standage et al., 2005), but there is limited research in the realm of SBYD. Intrator and Siegel (2014) examined Out of School Time (OST) programs and proposed that SDT was an essential lens through which to examine programs. They felt that the fulfillment of a child's basic needs played a role in the child staying with a program and ultimately benefitting from the program. Programs that could create a context that supported these basic needs tended to see participants engaged, motivated, and enjoying the program (Quested et al., 2013).

Although there has been a substantial increase in the number of SBYD programs, research has primarily focused on Caucasian and African American underserved youth (Whitley et al., 2016). Despite the growth of refugee and immigrant populations in the US, little research has been conducted with these students. The diversity of afterschool programs has changed and encompasses more complex backgrounds than a purely American upbringing. For instance, North Carolina was one of the top five states for the resettlement of refugees in the US (National Immigration Forum, 2019). According to data compiled by the New Arrivals Institute (2020), Guilford County resettled more refugees than any other county in NC in 2018-2019, and 52% of the over 1,200 refugees were male. This has resulted in a shift in the cultural background of program participants in many local outreach programs. The experiences of refugees offer unique challenges and opportunities for youth program developers.

Refugee youth have experienced traumatic contexts in their homeland and many face additional challenges during their relocation journey. Once they arrive in a new country, they must navigate a host of new challenges as they adjust to the new country and its culture. Relocation sites have started to develop programming for refugee youth, but there has been limited research. TPSR-based sports programming offers a potentially positive opportunity to support refugee youth and the development of their psychological and physical well-being. The TPSR model's emphasis on effort, building relationships, and providing children with a voice could align with SDT and the importance of creating the context needed to support a child's basic needs for autonomy, competence, and relatedness. This in turn could develop the assets needed to adjust in other contexts of their life. Understanding how and what strategies are being implemented with this population is an important next step in SBYD research.

## **Purpose of the Study**

The purpose of this study was to investigate a community soccer program that utilizes the TPSR model as the framework for its outreach programs. The NC Fusion Foundation is a sports club that works with schools and community partners to supply children with opportunities from elementary through high school and beyond. The city where the program operates is one of the top relocation destinations for refugee youth in North Carolina. Although there are several agencies that support the relocation process, language barriers, cultural barriers, and transportation issues are major challenges that these refugee players face when it comes to participation in OST programs. Access to afterschool or sports programs is limited especially since many of these families live in predominantly low-income areas. Therefore, NC Fusion works with relocation agencies to identify participants and provide them with access and opportunities to participate.

The case study approach allowed the researcher to investigate the implementation of the TPSR model in a SBYD setting and examine the players' experiences in depth. Using SDT as the theoretical framework, the researcher observed the environment created by the coach and explored how the program attempted to nourish players' basic psychological needs. The goal was that this research would influence the development of future community soccer programs that serve diverse populations. The study addressed the following questions:

1. What is the fidelity of implementation for a TPSR-based soccer program?
2. How does a TPSR-based soccer program address the fulfillment of players' basic needs for autonomy, competence, and relatedness?
3. How does participation in a TPSR program designed to cultivate children's basic needs lead to children's intent to continue participation in soccer or other programs?



4. In what ways, if any, do participants believe the experiences in this TPSR-based soccer program transfer to other contexts of their life?

### **Definition of Terms**

1. Autonomy: acting as an expression of one's self or by one's own volition (Ryan & Deci, 2002)
2. Competence: sense of confidence or effectiveness in action, not based on attained skill (Ryan and Deci, 2002)
3. Refugee: anyone who has escaped their country due to violence, war, or persecution (United Nations High Commissioner for Refugees, 2021)
4. Relatedness: feeling connected to other's and having a sense of belonging (Ryan & Deci, 2002)
5. Self-Determination Theory: the concept that the support of a person's basic needs (autonomy, competence and relatedness) will lead to psychological health and well-being (Ryan and Deci, 2002)
6. Sport-based Youth Development: Structured programming with trained coaches who utilize a physical activity or sport context to develop physical skills and life skills with the intent that what is learned in the program can transfer to other contexts
7. Teaching Personal and Social Responsibility Model: a child-centered program that supports the development of children's personal and social responsibility

### **Limitations**

The case for this research study was the refugee soccer program at a specific sports foundation. There was not a set curriculum for the team as the coach was given autonomy to select soccer and TPSR values for each session based on her evaluation of what the team needed

each week. The sessions were required to follow the TPSR model, but each session of the program presented different opportunities and challenges. Therefore, a set curriculum of activities was not utilized. This research was intended to look at how a particular program impacted the experiences of a specific population and therefore may lack generalizability to other populations. Furthermore, the researcher limited the scope of transfer to what the children perceived they were doing and not what family or teachers observed them doing. Given the variety of native languages spoken at home and the limited access to parents it was difficult to engage them in the research. The various restrictions due to the Covid-19 pandemic also limited the researcher's connectivity to players' school teachers. Therefore, the researcher was limited in evaluating the transfer of learning from the program to other aspects of the child's life. Future research would be needed to triangulate their beliefs with what was being seen by others in those environments.

### **Significance of the Study**

For decades the US has been one of the top relocation countries for refugees. Despite receiving waves of refugees, there has been little research conducted on refugee youth in the US. The barriers that relocated children face in adjusting to a new culture and a new educational system are numerous. SBYD programs can provide a safe environment that supports refugee youth and empowers them as they navigate these obstacles. This study was an important step to understanding how a TPSR program can serve refugee youth, nourish the perceived fulfillment of their basic psychological needs, promote continued participation in sport, and lay the foundation for the transfer of TPSR values to other contexts. Refugee youth face unique barriers and outreach programs must adjust strategies to support engagement and address development in additional ways.

## CHAPTER II: LITERATURE REVIEW

The purpose of this literature review is to present the research findings pertinent for the justification of the Teaching Personal and Social Responsibility (TPSR) model as an ideal model for use with refugee and immigrant youth. First, the research germane to refugees and related programming for them is explored. Next, an examination of Sports Based Youth Development (SBYD) programs and the research related to the TPSR model is presented. Finally, an explanation of Self-Determination Theory (SDT) and its relevance to SBYD is delineated. As a program developer, connecting the dots between theory and practice is essential; therefore, this section evaluated theory and practice to justify the current dissertation study.

### **Understanding the Refugee Experience**

Olliff (2008) found, “The refugee experience is by definition traumatic and characterized by persecution, displacement, loss, grief, and forced separation from family, home and belongings” (p.53). Whereas an immigrant voluntarily left their home country, a refugee was forced to leave their home, their belongings, and their family. Forrest-Bank, Held, and Jones (2019) examined the mental health needs of refugees resettled to Tennessee. Despite the offering of a safe and new future, refugee children are faced with a variety of issues after relocating to a new country. Those children who witnessed death or violence may experience an increase in susceptibility to mental disorders and post-traumatic stress disorder (Heptinstall et al., 2004; Forrest-Bank et al., 2019). For some refugees, the strain of living in poverty in refugee camps and the lack of control over their lives resulted in chronic stress that was then exacerbated with the additional burden of relocation. The stress of acculturation and learning to survive in a new society was also a factor in mental health issues. Furthermore, Forrest-Bank et al. (2019) explained that the impact of relocation changed the family dynamic. Parents had to adjust to new

standards of discipline and children became interpreters for their parents which also changed the power dynamic. Despite a host of mental health issues, support services for refugee youth is still minimal.

### **Relocation Stressors**

Limited research has been conducted on African youth refugee experiences following resettlement in the United States; however, there were several studies conducted in other nations. It should be noted that most of the research is based on the first year or two of resettlement while government agencies are still engaged. For refugees who have been resettled for three or more years there is less research. Stark et al. (2015) conducted a qualitative study with Congolese and Somali adolescent refugees, their caregivers, and service providers from three urban communities in Kampala, Uganda. Concerns with physical safety, poverty, and education permeated the survey responses. Respondents noted that differences in culture sometimes caused teachers to interpret refugees' behaviors as aggressive and label students as having behavioral issues. The researchers stated, "It was suggested that the inability of refugee youth to express themselves in English potentially fueled perceptions by Ugandan educators that refugee pupils are obstinate or less intelligent" (p. 176). For many refugees, the language barrier at school also resulted in their failure to succeed in class. The study noted that refugee parents also struggled with language and were therefore sometimes unable to attain employment which further plunged them into poverty. Given the cost of school in Uganda, poverty posed an additional barrier to education for many refugees.

Morrice et al. (2020) stated, "Refugee youth sit at the intersection of 'youth' and 'refugees', two groups variously identified as vulnerable and facing unique challenges...both young people and refugees have received research attention, but comparatively little research

attention specifically to refugee young people” (p. 389). These researchers examined the dichotomy between the educational aspirations of refugees living in England and the reality they encountered. Although relocation poses potential opportunities for educational and economic advancement, the various barriers refugees may face can restrict these aspirations. Once resettled, refugee youth face additional issues adjusting to their new educational system. The United Nations High Commissioner for Refugees (2017) found that there was a massive disparity in educational attainment between refugees and non-refugees. The inconsistency or lack of education prior to resettlement was a major factor in the disparity. Children arriving in a new country might have significant gaps in learning compared to peers the same age in the new country. The educational systems across the world were devised with strict age standards for grade levels with maximum age limits placed on schools (Morrice et al., 2020). Therefore, children who have had limited education are forced to matriculate in grades based on their age and not their academic standing. The combination of learning a new language and learning academic material in that language is an additional academic burden for refugees.

For many students, language is a major obstacle that not only impacts assessment and advancement but also creates social and emotional issues (Brown et al., 2006; Shakya et al., 2010). The label of English Language Learner (ELL) or English as a Second Language (ESL) imposed on students has a demoralizing effect on refugee children because of the negative connotations associated with it (Fredericks & Warriner, 2016; King et al., 2016). Although the possibility of educational advancement was purported to assist refugees, institutional and economic barriers result in education attainment becoming additional stress on young refugees. Although many countries have compulsory education through high school, it is sometimes difficult for refugees to attend college. The problematic learning environment, the potential need

to earn an income to help support their family, and the economic burden of college can limit educational advancement (Shakya et al., 2010).

The challenges that refugee children face in school are the result of multiple factors. Roxas (2011) examined several teachers from a disadvantaged school district in the Southwest of the United States who were teaching refugees from Somalia. The researcher explored refugee education from the teachers' perspective and their obstacles. The Somali Bantu students were ELL, with limited previous formal educational experience, and suffered from various trauma forms. Many of the teachers were ill-equipped to handle the students due to a lack of academic and emotional support strategies. Roxas (2011) noted the students struggled, and the teachers felt "disappointment, frustration, and regret, as opposed to acting proactively with instructional strategies to better meet the needs of these young men" (p.542). As a result, the educational experience for these youth was strained and difficult.

### **Benefits of Participation in Sports for Refugees**

For those children deemed at-risk, the benefits of participation in quality sports programs have been documented for decades, but only in the last two decades has the lens turned to examine the potential benefits for refugees. Ha and Lyras (2013) stated, "The belief that sport has a significant transformative power in addressing a wide range of social issues, including inter-group conflict, health challenge (HIV/AIDS, diabetes), gender inequality and poverty, is becoming popular today" (p.121). As a result, there has been a proliferation of Sport for Development and Peace programs in refugee camps and underdeveloped countries. However, Ha and Lyras (2013) believed that sport was also a tool to support refugees after relocation and assist with acculturation to their new home. Fader et al. (2019) evaluated a U-19 refugee soccer team in the US. The researchers examined the players' perceived sense of community (SOC) and

its association with resilience and cultural adaptation. They found that participants who perceived a high SOC also had higher levels of resilience and cultural adjustment. The findings from this study supported previous research related to sports participation as a factor leading to increased resilience. Furthermore, previous research suggested that SOC lead to cultural adaption when refugees were the non-dominant culture on a team, but this research suggests that a refugee-only team could also support cultural adaption.

The potential benefits that sport programs offer refugees could ameliorate the stresses of relocation and educational advancement. Sport, in particular soccer, is a beloved international activity that can unite people across cultures and provide a safe space for refugees during their relocation and acclimation to a new environment (Whitley and Gould, 2011). These programs offer a place for refugees to explore their abilities, develop life skills and avoid risky behaviors. Olliff (2008) noted that sport could provide a place for refugee youth to cultivate trust with other children and adults. The ability for children to build trust can lead to help-seeking behaviors. As participants build confidence in these refugee-based programs, they could transition to participation in mainstream clubs or activities as well. For many, participation alone is therapeutic and a release from the challenges of school and everyday life. In addition, Olliff (2008) stated participation in activities can lead to “increased self-esteem, better development of life skills and an increase in academic achievement” (p.56). She further identified that these programs can help participants learn more about the community and get information about other resources.

O’Donnell et al. (2020) analyzed data from a longitudinal study conducted in Australia with recently resettled refugees. The participants in the study were 427 refugee children aged 11-17 years old. The researchers looked at the participants’ sports participation, social and

emotional well-being, and the socioeconomic status of their community. They found that refugees from socioeconomically-disadvantaged communities who participated in sports had fewer difficulties than those who did not participate in sport from the same community. A limitation of the study was that it was done with children who chose to engage in sport participation and therefore may have already been in a context that supported healthy well-being. However, the study demonstrated that participation in sports could act as a factor in preventing emotional and behavioral problems in refugee youth.

### **Barriers to Participation**

Barriers to sport participation for refugees and immigrants have been documented in various studies in Canada and Australia. Once engaged, participants viewed programming as a fun environment that fostered language and cultural acquisition; however, it was also exclusionary at times. Researchers discovered that language was a two-pronged barrier for immigrants in Canada (Doherty & Taylor, 2007). Potential participants could not navigate the information to learn about programs or register for them. For those who could participate, language differences during activities caused strains on the player and the coach. Schinke et al. (2013) explained that there were two ways players viewed their acculturation within sports. The first way placed the burden of learning the dominant language of the team and customs entirely on the player. The player either learned the language and adjusted to the coach or the player left the program. The second way was for the coach and team to share the burden of acculturation. This approach entailed the coach learning about the customs of the refugee players and even some of their native language. The mutual efforts by the coach to understand more about the players' culture at the same time that the players are learning the new culture can help to foster caring, trusting, and supportive relationships.



Racism was a contributing factor for refugees in Australia who felt the club sports environment lacked diversity and were unwelcoming to newcomers (Jeanes et al., 2015). Many refugees were resettled in socioeconomically-disadvantaged communities where sport programs were limited (Stearns & Glennie, 2010). Sports clubs' competitive and structured nature was a deterrent for many refugee children in Australia. Jeanes et al. (2015) found the expensive costs of the programs and strict training schedules were discouraging to refugees who had numerous other obstacles to overcome in their lives. The children in this study remarked that large numbers would attend pick-up games where players refereed themselves. These community games provided players the freedom to come and go as they wished which was more appealing than the highly structured nature of competitive programs. Pink et al. (2020) also found that the high costs for competitive sports in Australia and the lack of public transportation limited many refugees from participating.

Language barriers constrain refugees' ability to succeed in school and in sports programs. Coaches must recognize language issues and adjust their communication styles to support players. Recently, Ettl Rodriguez et al. (2021) proposed coaches borrow from ESL teachers and utilize certain strategies at training to support athletes learning English (ALEs). Basic techniques included speaking clearly and making a point to enunciate words. Coaches should speak slowly and pause often to allow for players to process the words. Concise instructions that are repeated often and rephrased in different ways help ALEs comprehend the information. Coaches should avoid the use of slang terms and employ various checks for understanding throughout instructions. In addition, using demonstration and providing players with visual handouts of the activities can facilitate understanding. These recommendations for coaches are aimed at creating inclusive environments.

## **Understanding Research with Refugee Populations**

Research with refugee and immigrant populations pose unique concerns regarding participant recruiting and research design. There are several methodological challenges that researchers face when investigating refugee youth. Francis Cain and Trussell (2019) detailed three themes: (1) language challenges, (2) access to youth and relationship building (3) overcoming concerns refugees have about participation in a research study. These three themes are important considerations for any research on refugee or immigrant youth. Several issues are presented when dealing with children and adults who speak English as a second language. From an ethical standpoint, researchers need to consider the language the consent and assent documents are given and whether a translator should help explain the documents (Forrest-Bank et al., 2019). In addition, researchers must consider whether to use a translator to conduct the interview. A translator eases communication by allowing youth to communicate in their native language. However, there are pitfalls to using a translator. Factors to consider are the cost of a translator, recognizing that information may be skewed during translation, and the potential to reduce the relationship and rapport between the researcher and the participant (Francis Cain & Trussell, 2019). Therefore, language challenges must factor into the research design and participant considerations.

As previously discussed, refugees have been transplanted to a new country and usually work with one or more agencies that assist with this transition. Unless a researcher previously created connections with the agencies or the refugees, obtaining access from gatekeepers to speak with the youth is a challenge. Moore et al. (2011) suggested that building a relationship with community leaders and keeping them informed about the programming is necessary. This helps build trust and support recruitment in programs. Trust is a significant and influential factor

in overcoming concerns children might have in participating in the research. Francis Cain and Trussell (2019) noted that building rapport with children and explaining the importance of sharing their experiences to help others could improve data collection and the depth of interviews.

### **Sport Based Youth Development**

Sport has played a role in society since the Ancient Greeks (Halpern, 2003). For decades afterschool programs were designed to prevent or curtail risky behavior in youth (Benson, 1997). The shift from a preventive measures approach to an asset-building perspective was at the forefront of the Positive Youth Development (PYD) movement. The National Research Council and Institute of Medicine (NRCIM, 2002) delineated four areas for youth development that align with specific assets that enabled PYD. The research suggests that programs must focus on children's physical, intellectual, psychological/emotional, and social development. As a result of developing assets in these areas, children are less likely to partake in risky behaviors, have issues in school, or experience depression. They also are more likely to experience greater optimism and resiliency (Benson, 1997). The NRCIM (2002) listed eight program features needed for PYD: a physical and emotionally safe environment, structure, caring relationships, chances to build connections with others, positive program expectations, options to show worth, scaffolded activities to promote skill development and the incorporation of family, school and community into the program. The importance of creating a nurturing environment that supports children's abilities to explore relationships and skills resonated throughout these eight features.

Lerner et al. (2000) postulated another PYD framework at a similar time based on the application of development science (ADS). The Five C's model reflects the belief that youth development produces the following characteristics: competence, character, connection,

confidence, and caring or compassion. The ADS framework stresses the importance of the environment acting to shape an individual just as much as an individual interacts with others to create a culture. They believe that if society creates policies that helped provide families with the resources to provide physically and emotionally safe environments that encourage children and promote positive values, programs could support children's needs. Ultimately, if children are raised in supportive contexts, they will support civil society. This was the sixth 'C' which represented a contribution to future generations.

Fraser-Thomas et al. (2005) examined the early youth sport and positive youth development research to delineate the positive outcomes, adverse outcomes, and specific factors that could support positive youth development through sport. In addition, they proposed an applied sports programming model for youth development that integrated Côté's (1999) Developmental Model of Sport Participation. This model considers children's physical, psychological and intellectual stages of development, aligns with the setting features necessary for youth development delineated by the NRCIM (2002), and incorporates the 5 C's as outcomes. This model addressed the need for programs that were developmentally appropriate in an effort to sustain long term engagement and avoid burnout.

Petitpas et al. (2005) also proposed a framework for creating sports programs to foster psychosocial development. The framework delineates the importance of programs focusing on four proven areas to support optimal development: the program context, external assets (adults), internal assets(competencies), and program evaluation. Context consists of children engaging in voluntary intrinsically-motivating activities conducted in a safe environment that promotes belonging and provides clear expectations. An essential aspect for creating the proper context is helping participants develop a sense of initiative. Larson (2000) views initiative as children

having the volition to choose their engagement and work towards challenging ventures. This notion aligns with the SDT view of autonomy and intrinsic motivation (Deci & Ryan, 2000). In addition to creating a context that cultivates initiative, program designers need to help children develop a sense of belonging and place in the program. A final aspect of creating the proper context rests on the need for the program to help participants test their skills and challenge themselves within a structured environment that supports them and provides constructive feedback. The importance of learning to develop skill and persist despite challenges helps children to develop competence. Creating the proper context to enhance initiative, foster belonging, and develop skills is imperative to cultivating PYD. Integral to this process is the support of external assets such as parents and program leaders who challenge, care for, and connect with the children. Children placed in this environment develop internal assets because they are intentionally presented with life skills reinforced through opportunities to apply them. Petitpas et al. (2005) believed that quality SBYD programs continually need to evaluate their implementation strategies and impact on participants. Through constant evaluation, programs improve and evolve to meet the needs of children.

### **Teaching Personal and Social Responsibility**

The Teaching Personal and Social Responsibility model evolved over a series of iterations since its creation in the 1970s. Hellison (2011) said that he originally developed the model to teach physical education to at-risk youth in underserved inner-city schools. Over the years, the model was implemented in afterschool programs worldwide and as part of national curriculums in several countries. Four themes served as the basis for implementation and instruction (Hellison, 2003). The first theme was *integrating* physical activity content with the TPSR values. The activities were created so that students were learning personal and social

responsibility through participation in the activities of the lessons. The second theme was *transfer* which meant that the teacher or coach was actively challenging students to apply what was learned in the program to other contexts such as home, school, or community. The third theme was *empowerment* so that children were given the opportunity to have a voice and lead others. Metzler (2011) stated, “students learn to recognize and act on the large degree of self-determination they have over many of life’s outcomes” (p. 396). The final and most important theme was *teacher-student relationship*. The program needed to cultivate this relationship so that trust and communication developed between the two parties, enabling them to work towards common goals.

The five levels of the TPSR model Table 1 were designed so that students could develop responsibility for themselves and cultivate a desire and ability to support others. Level I (effort) level III (self-direction) is related to personal well-being, and individual responsibility, whereas Level II (respect) and level IV (helping others) are related to social responsibility. Level V (outside the gym) takes place when a child applies what they have learned in the program to other areas of their life. Gordon (2010) noted the depiction of the levels as a sequence of steps posed some problems for teachers who might have students who fluctuated between levels at various times. Therefore, the levels were also seen as independent goals for students to achieve in any order. Table 1 shows the five levels of responsibility for the TPSR model (Hellison, 2011, p. 21). The NC Fusion Foundation adopted these levels into the NC Fusion Foundation’s Five Pillars. The Five Pillars elicit the imagery that each pillar helps support an individual and they are not developed linearly (Appendix A). However, coaches with the NC Fusion Foundation also refer to the first four levels of the TPSR model as values when they are working with players.

These four values (respect, effort, self-direction, and helping others) are important for players to integrate into their lives and learn to apply outside of the program.

**Table 1. Five Responsibility Levels**

Level	Descriptor	Components (Major Learning Goals)
1	Respecting the Rights and Feelings of Others	<ul style="list-style-type: none"> <li>▪ Self-Control</li> <li>▪ The right to peaceful conflict resolution</li> <li>▪ The right to be included and to have cooperative peers</li> </ul>
2	Participation and Effort	<ul style="list-style-type: none"> <li>▪ Self-motivation</li> <li>▪ Exploration of effort and new tasks</li> <li>▪ Courage to persist when the going gets tough</li> </ul>
3	Self-Direction	<ul style="list-style-type: none"> <li>▪ On-task independence</li> <li>▪ Goal-setting progression</li> <li>▪ Courage to resist peer pressure</li> </ul>
4	Helping Others and Leadership	<ul style="list-style-type: none"> <li>▪ Care and compassion</li> <li>▪ Sensitivity and responsiveness</li> <li>▪ Inner strength</li> </ul>
5	Outside the Gym	<ul style="list-style-type: none"> <li>▪ Trying these ideas in other areas of life</li> <li>▪ Being a positive role model for others, especially younger kids</li> </ul>

Taken from Hellison, D. (2011). Teaching personal and social responsibility through physical activity. Champaign, IL: Human Kinetics.

Hellison (2011) believed that to develop the levels in children, the concepts had to be ingrained into all aspects of the program. The TPSR model outlines a specific Daily Format for program leaders to follow. The Daily Format includes Relational Time, Awareness Talk, Physical Activity, Group Meeting, and Reflection. When the children arrive at the program’s start, time is set aside for unstructured activities and Relational Time. Martinek et al. (1999) described this time as a chance for the students to “unwind” and engage in activities (shooting basketballs, throwing a football, or other practice) on their own. This time offers a chance for the coach to talk with children individually and for students to engage in self-directed activities (Hellison, 2011). Following the unstructured time, the coach gathers the children for an Awareness Talk. This talk allows the coach to discuss the activities for the day and ask children questions about the TPSR values that will be addressed in the session. After the Awareness Talk,

children then engage in the physical activities that are planned for the day. The activities are either led by the coach or led by the player depending on the values that are being emphasized in the session (Martinek et al., 1999). Peer coaching allows for players to work on leadership, whereas coach-led activities may focus more on respect and effort. After each session ends, the coach gathers the players for a Group Meeting and Reflection. During the Group Meeting, players express their thoughts on the session and may give feedback to other players or the coach (Hellison, 2011). The coach can ask questions that support the learning of the TPSR values or other skills. The Reflection is an extension of the Group Meeting and is the time when players can evaluate their participation in the program that day. This self-reflection may also occur if the coach challenges the players to connect what they learned during the session to other areas of their lives. For many TPSR practitioners, the Group Meeting and Reflection are combined at the end of the session.

In addition to the lesson's levels and format, there were specific teaching strategies that were integral to the implementation of the TPSR model. Hellison (2011) outlined myriad teaching strategies related to the implementation of each level. These included modifying tasks so that they were appropriate for different levels of ability, creating self-paced challenges that allow for students to move through activities at their own pace, creating peer coaching opportunities, and giving students a chance to voice their opinions through self and peer evaluation and reflection (Hellison, 2011). Craig and Wright (2011) organized these individual strategies. They categorized them into nine responsibility-based teaching strategies: modeling respect, setting expectations, opportunities for success, fostering social interactions, assigning management tasks, leadership, giving choices and voices, role in assessment, and transfer. The



complete descriptions of the teaching strategies (Craig & Wright, 2011, p.210) are listed in Table 2.

**Table 2. Extended Description of Responsibility-Based Teaching Strategies**

<p><b>Modeling respect (M):</b> Teacher models respectful communication. This would involve communication with the whole group and individual students. Examples include using students’ names, active listening, making eye contact, recognizing individuality, maintaining composure, developmentally appropriate instruction, talking ‘with’ rather than ‘at’ students, showing an interest in students, and unconditional positive regard. Counter-examples include indifference, disengagement, losing temper, and deliberately embarrassing a student.</p> <p><b>Setting expectations (E):</b> Teacher explains or refers to explicit behavioral expectations. Examples include making sure all students know where they should be and what they should be doing at any given time; giving explicit expectations for activity or performance; explaining and reinforcing safe practices, rules, and procedures, or etiquette.</p> <p><b>Opportunities for success (S):</b> Teacher structures lesson so that all students have the opportunity to successfully participate and be included regardless of individual differences. Examples in physical activity include making appropriated adaptations for inclusion and providing opportunities for practice, skill refinement, and game play. Examples in less active modes include allowing students to volunteer answers in a discussion or succeed in a non-physical task.</p> <p><b>Fostering social interaction (SI):</b> Teacher structures activities that foster positive social interaction. Examples include fostering student–student interaction through cooperation, teamwork, problem solving, peer-coaching, partner drills where communication is encouraged, and conflict resolution or debriefing. Counter-examples include random student interactions not fostered or supported by the teacher and pseudo group discussions that only involve student–teacher exchanges.</p> <p><b>Assigning management tasks (T):</b> Teacher assigns specific responsibilities or management-related tasks that facilitate the organization of the program or a specific activity. Examples include asking students to take attendance, serve as timekeeper, set up equipment, keep score/records, or officiate a game.</p> <p><b>Leadership (L):</b> Teacher allows students to lead or be in charge of a group. Examples include allowing students to demonstrate for the class, lead a station, teach/lead exercises for the whole class, or coach a team.</p> <p><b>Giving choices and voices (V):</b> Teacher gives students a voice in the program. Examples include letting students engage in group discussions, vote as a group, and make individual choices; inviting student questions or suggestions, eliciting student opinions, and letting students evaluate the teacher or program.</p> <p><b>Role in assessment (A):</b> Teacher allows students to have a role in learner assessment. Examples include self- or peer-assessment related to skill development, behavior, attitude, etc.; student-centered goal-setting; and negotiation between teacher and student on their grade or progress in the class.</p> <p><b>Transfer (Tr):</b> Teacher directly addresses the transfer of life skills or responsibilities from the lesson beyond the program. Examples of topics include the need to work hard and persevere in school; the importance of being a leader in your community; keeping self-control to avoid a fight after school; setting goals to achieve what students want in sports or life in general; the need to be a good team player when in other contexts, such as the workplace; the value of thinking for yourself to avoid peer pressure and make good life choices.</p>
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## **Transfer of Learning**

The fifth level in the TPSR model specifically addresses the transfer of what is learned in the program to other areas of the participant's life. Gould and Carson (2008) noted that for a skill to truly be a life skill, it must be applicable to a context outside of the program in which it was introduced. The participant must not only value the skill but have the confidence to apply it in a new setting. The goal of SBYD programs is to teach children skills that they can employ to be successful at home, in school, and in the community (Hellison, 2011). However, Gordon and Doyle (2015) believed that transfer of learning (TOL) is problematic for researchers to assess given that it happens outside of the program context. Furthermore, the concept and plausibility of transfer have been debated by researchers over the years both in sport and non-sport youth development programs. There are myriad life skills for program developers to incorporate into their curriculum, but whether children learn those skills and can apply them outside of the program is difficult to prove (Hellison & Walsh, 2002)

Perkins and Salomon (1990) created three metaphors to explain the theories related to Transfer of Learning (TOL). The first was the Bo Beep theory which assumes that teachers will expose children to values and then, as long as there are opportunities to apply those values, TOL will take place. The transfer of what was learned and what was done elsewhere occurs naturally. The second metaphor was the Lost Sheep theory which assumes that there is not a TOL from one setting to another. The third metaphor was the Good Shepherd theory which was based on the premise that if transfer is deliberately addressed, practiced, and discussed in the program, then it is possible to achieve TOL.

Gordon and Doyle (2015) specifically addressed approaches that practitioners of the TPSR model should take to facilitate TOL in their programs. TPSR programs need to facilitate a

Good Shepherd approach to TOL and practitioners must be deliberate in incorporating transfer into sessions. Transfer should not be viewed as the fifth level of the model, but as a goal that is attainable at any point of time in the program. Respect is one of the first values that children in a TPSR program learn. Therefore, learning what respect means and how it can be applied in other contexts should be integrated throughout the sessions. Engaging children in the process of identifying examples of how and when to use respect during the Group Meetings and Reflection ultimately facilitates an understanding of the skill and its transfer to other contexts.

TOL is a complicated process to assess and requires understanding multiple factors related to how it is presented, learned, and applied outside of the program. An additional factor that can complicate transfer is the extent of the differences between the context where something is learned and the potential context where it will be applied. Gordon and Doyle (2015) described near transfer as a skill that was automatic and easy for learners to connect from one context to another. Jacobs and Wright (2017) used the example of learning self-control on the field and using self-control at recess. The concept of far transfer required a deeper level of thought and a more abstract application of skills by the learners. For example, children learn how to set goals to improve a specific soccer skill and then recognize how to apply that process to improve a grade in a math class. The importance of distinguishing the two types of transfer acknowledges the intricacy of the thought processes that students take when applying skills in different contexts. Furthermore, this considers the need for coaches to take intentional steps in facilitating student cognition of transfer.

The “dilemma of transfer” was also discussed by Intrator and Siegel (2014) with regards to the application of supercognitives outside of their programs. Supercognitives are the soft skills such as emotional intelligence, resilience, problem solving, and goal setting. The authors adopted

the notion suggested by Bransford and Schwartz (1999) that transfer is not just the application of skills in a new setting, but the process of being able to interpret information, learn how to adapt, and make the necessary decisions. This concept of “planning for future learning” correlates with the premise that supercognitives were the skills needed to adapt to new situations. Intrator and Siegel proposed that programs looking to support transfer needed to address the following: teach the ideas explicitly, constantly coach how to use them, reflect on the performance of actions, and create opportunities to use the supercognitives. They believed that program leaders needed to take intentional actions to facilitate and support participants’ ability to learn and apply what they learned to other contexts.

Recently, Jacobs and Wright (2017) developed a conceptual framework related to the transfer of life skills. An interesting point that the authors made was that despite there being several studies that evaluated transfer as part of a TPSR program (Wright, Li, Ding, & Pickering, 2010; Walsh, Ozaeta & Wright, 2010) none of them actually consulted the participants to see if they felt the skills they were learning in a program were relevant to their academic or social lives. Much of the research reviewed lacked the students’ perspective with regards to what they were learning and whether it was significant to them outside of the program. As a result of this gap, Jacobs and Wright (2017) proposed a conceptual framework for transfer that incorporated student processes. The framework addresses the connection between in-program learning (program implementation and student learning) and the transfer process (cognitive connections and application) but recognizes the importance of contextual factors such as the student’s profile, the teacher’s profile, and the environmental circumstances. The cognitive connections consist of those related to Pugh and colleagues (2010) concept of transformative experience and featured: motivated use, expansion of perception, and experiential value. The inclusion of the cognitive

connections conceptually filled the gap in understanding what happens between learning life skills and applying them in different contexts. The importance of the student's process and motivation for action was also incorporated into the framework.

### **The Importance of Leaders**

The importance of leaders establishing positive relationships with children in a program is a key element to the TPSR model. The ability of the leader to connect with participants and integrate the values into activities is a major factor in the success of a program and its impact on participants (Kallusky, 2000). Hellison (2011) believed that leaders needed to exemplify TPSR values because he felt that TPSR was “a way of being” (p.107). In addition, he advised that leaders needed to have a sense of purpose, genuinely care for children, actively listen to their needs, be vulnerable, have a sense of humor and a playful spirit that allows them to enjoy the program with the kids. Kallusky (2000) emphasized that leaders need to establish a rapport with children because children need to feel wanted, comfortable and safe in the program. In addition, leaders need to connect activities to program goals, use charisma to influence and empathize with students, model appropriate behaviors, adapt the program to the needs of the students, and believe in the potential of kids. Leaders play a critical role in creating the culture of the program and modeling expecting behaviors for children.

### **Research on the TPSR Model**

Several researchers have found that TPSR programs lead to the increased enjoyment of participants and an intent to continue to play (Watson et al., 2003; Li et al.,2008). Whitley and Gould (2011) conducted a TPSR activity program for refugees living in the Midwest. They found that the cultivation of a caring environment with a stable number of participants helped to create a team culture. They further emphasized the need for opportunities that empower the

participants, so that they are given chances to take responsibility. Bean et al. (2014) also conducted a TPSR modeled program with females from two Boys and Girls Clubs called Girls Just Wanna Have Fun. This study showed that the TPSR model was effective in teaching interpersonal skills and physical activity skills to females. The program fostered positive, trusting relationships between participants and leaders. In addition, it was shown that when youth are given chances to lead others, they feel a sense of empowerment.

Whitley et al. (2016) interviewed 16 refugees regarding their experiences in the Refugee Sport Club in the Midwest United States. This exploratory study evaluated participants' experiences in a TPSR sports club through the lens of acculturation. It expanded on the previous research of Ha and Lyras (2013) that examined different approaches refugees take to adjust to a new culture. The refugees explained they had fun in the program, learned new sports, felt a sense of belonging to the club, and were respected by the program leaders. In addition, the refugees said they learned about respect, teamwork, and leadership. Although participants felt they could transfer the concept of respect to other areas, they were limited in demonstrating teamwork and leadership in other contexts. These findings suggest that a TPSR program could support acculturation, but the study was limited. Although the participants were able to describe their experiences, there was a lack of depth to the answers and limited evaluation regarding the understanding of those experiences. Furthermore, this study relied solely on interviews for data and did not observe the participants in the actual program or consult with the leaders or parents for comments to triangulate data.

### **Self-Determination Theory**

Self-Determination Theory (SDT) is a motivational theory that examines humans' intrinsic predispositions for development in relation to the conditions that either support or

frustrate those intrinsic inclinations. SDT postulates that human beings have three innate psychological needs that when fulfilled lead to intrinsic motivation and well-being (Ryan & Deci, 2000). The three needs are autonomy, competence, and relatedness. The social and emotional context surrounding an individual is responsible for either enhancing or thwarting those needs. The need for autonomy is self-endorsed behavior and the feeling that a person has a choice in what they were doing. Relatedness is feeling cared for and connected to others. It is a feeling of belonging and engaging with others in a positive manner. Competence is a feeling of effectiveness or mastery over something in your environment. Deci and Ryan (1985) found that an individual's intrinsic motivation was enhanced when they were given the ability to make choices, their feelings were acknowledged, and they were given opportunities for self-direction.

### **Research on Self-Determination Theory**

Intrator and Siegel (2014) believed that SDT is an important lens through which to examine PYD programs. The authors thought that the greatest challenge for SBYD programs was engaging participants in a manner that increased their desire to stay with the program. The longer a participant was experiencing a program the greater chance that the child would cultivate the assets and the rewards of the program. Therefore, program directors needed to create an environment that allows for the child's basic needs to flourish as well as increasing their motivation to stay engaged.

In sports contexts, understanding the climate that coaches create is an important predictor for the satisfaction of players' basic needs. Several researchers have examined the strategies that can support or thwart the cultivation of players' basic needs. Mageau and Vallerand (2003) created the motivational model of the coach-athlete relationship. The model proposed that personal orientation, coaching context, and the perceptions of athletes influenced coaches'

behaviors. The seven specific coaching strategies included: a) provide choice in activities b) provide a rationale for activities c) ask for players' input and feelings d) allow for opportunities for players to solve problems independently e) provide feedback in a non-controlling manner f) avoid controlling behaviors g) create a mastery-oriented climate. Coaches who utilized these strategies impacted players' basic needs and in turn, supported intrinsic motivation and self-determined extrinsic motivation. Furthermore, Bartholomew et al. (2011) found that coaches that used controlling behaviors thwarted players' basic needs and intent to play.

Conroy and Coatsworth (2007) discovered that athletes experienced need satisfaction when their coaches showed an interest in the athlete's input and praised autonomous behavior. In particular, the researchers discovered that the use of praise was a strong predictor of competence and relatedness in athletes. Praise was not a simple strategy and understanding what to praise was important for coaches. In a later study, Conroy and Coatsworth (2009) found that coaches were able to support players' need for competence by applauding players' efforts and appreciating players' attitudes. Coaches did not have to celebrate performance outcomes to cultivate feelings of competence. Despite the evaluative nature of competitive sports, the praise from the coach was enough to support the athlete's perceived competence. In addition, Qusted et al. (2013) conducted a study with 7,769 male and female soccer players aged 9-15 years old from five different countries in Europe. The researcher looked at coach behavior and the perceptions of the degree of autonomy support. Players who experienced autonomy support also felt their basic psychological needs were met. The fulfillment of these needs was positively correlated with enjoyment in sport and negatively correlated to intent to drop out.

Although the benefits of creating an autonomously supportive environment have been delineated, Cowan et al. (2012) discovered several barriers that prevent coaches from creating it.



The researchers found that there was a lack of choice for the participants in the program. One reason for this was the sessions were part of a pre-planned curriculum and conducted during a short period of time. The coaches felt that engaging the players in choice would further limit the time available in each session for activities. In addition, the researchers found that players who were given a chance to lead or create activities sometimes lacked the confidence and competence to successfully accomplish the task. The researchers discovered that despite coaches using a controlling coaching style, the inclusion of a rationale for an intended activity mitigated some of the effect. This supported the research from Reeve et al. (2002) who found that communicating the reasons for an activity and its benefits to the participants could increase engagement and effort. Providing a rationale in a non-controlling style allowed participants to integrate the reasons into their own beliefs and shifted the motivation from extrinsic to self-determined. The way coaches present information and interact with players is integral to supporting SDT. Cowan et al. found that their coaches used a controlling style, but the ability of the coaches to build relationships with players and exhibit a sense of humor when engaging them in activities supported relatedness. This importance of a sense of humor and ability to make activities fun is also an important characteristic in the TPSR model (Hellison, 2011).

The connection between PYD and SDT has been explored by several researchers. Hodge et al. (2012) developed the Life Development Intervention (LDI) conceptual framework which integrates basic needs theory and motivational climate with life skills development. The framework proposes that the presentation of life skills content in a needs supportive environment leads to the internalization of the basic needs for autonomy, competence and relatedness and ultimately contributes to the ability of the participants to generalize life skills outcomes to other

contexts. Furthermore, Hodge et al. (2016) noted that the context the life skills program created with regards to needs satisfaction was as important as the life skills content that was presented.

Currently, there is limited peer-reviewed research that connects SDT and TSPR. Li et al. (2008) examined students' perceptions of personal and social responsibility and determined that high levels of personal and social responsibility were linked to intrinsic motivation. Merino-Barbero et al. (2020) expanded on this research and examined the effects of TSPR instruction in physical education on students' perceptions of responsibility, motivation, basic psychological need satisfaction, sportsmanship, and intent to play. The research showed that teachers who employed more TSPR teaching strategies had students who increased their personal and social responsibility, intrinsic motivation, and satisfaction of the needs for autonomy, competence, and relatedness. Furthermore, students in the TSPR group indicated a greater intent to participate in physical activity away from school.

### **Self-Determination Theory and Refugee Research**

Despite different cultural views on autonomy or relatedness the cross-cultural generalizability of SDT has been proposed by several researchers in developed countries (Chirkov, & Ryan, 2001; Jang et al., 2009). The application of SDT to refugee populations has also been explored. Farello et al. (2019) examined female refugees' participation in physical activity and the role it played in their resettlement. The research focused on the impact that physical activity had on the individuals' feelings of autonomy, relationships with others and sense of belonging. Nine females were interviewed for the study and SDT guided the questions. Results from the study showed that each female who felt incompetent about their ability in an activity also felt excluded in the class or program. This lack of belonging was contrasted by the belief in a growth mindset. A player refused to try out for a team because she did not think she

would make it, but she also continued to work hard in the hopes of trying out again in the future. Nearly all the participants confirmed the importance of autonomy and choice when participating in activities.

Rial et al. (2021) conducted qualitative research with refugees from sub-Saharan Africa who were living in the Southwest US. The study examined how basic psychological needs pertained to youth navigating acculturation. The research supported the generalizability of SDT to culturally-diverse populations and highlighted the strengths of refugee youth to find ways to support their basic needs. This research also illustrated the complexity of balancing the adoption of new cultural norms and behaviors with old cultural and familial beliefs.

## CHAPTER III: METHODOLOGY

### Research Design

The descriptive single case study design offers the best means for taking an in-depth look at a soccer program for refugees that utilizes the TPSR model. The NC Fusion program is viewed as a “critical case” as it allows the researcher to examine how the implementation of TPSR can support the development of SDT in refugee youth (Yin, 2009). It is important to define the case and the units of analysis for study (Merriam, 1998; Stake, 1995). The NC Fusion Foundation runs several TPSR based programs, but this case study examines the NC Fusion Foundation’s boys’ recreation soccer team which consists of 18 players and their coach. The case is bounded by time as the researcher focused on the players who participated in the fall season for the pilot study and observed the winter training period for the current study. Although information regarding children’s previous connection to the NC Fusion Foundation was collected, the focus of the study was on the children’s experiences as members of this team. Yin (2009) stated that “the case studies’ unique strength is the ability to deal with a full variety of evidence – documents, artifacts, interviews, and observations” (p.10). The use of field notes, interviews and an examination of the coach’s session plans helped to paint a rich picture of the program and the children’s experiences in it.

A criticism of qualitative inquiry is the perceived lack of objectivity on the part of the researcher. The question of neutrality and objectivity is more a concern regarding disclosure and transparency. Wolcott (1995) believed that interest from the researcher, or “bias”, is actually the starting point of all researcher inquiry. It is the interest in a problem that drew a researcher to investigate and establish greater understanding. A researcher’s orientation and intentions provide pertinent information to the context of the study and are markedly different from prejudice,

which is avoided when the research design is a systematic, objective process. Therefore, this next section explains the researcher's background and interest in this line of research.

### **Educational Background and Experiences**

For nine years I was a college soccer coach at Division I universities. In addition to the coaching responsibilities at a university, I also devoted time to working with youth players at the club and Olympic Development Program level. During this time, I became involved in coaching education and took several coaching courses through the National Soccer Coaches Association of America (currently United Soccer Coaches) and the United States Soccer Federation. My passion for working with youth players and coaches drove me to matriculate in the graduate program at the University of North Carolina Greensboro (UNCG). At that time, I also became the Assistant Technical Director of Coaching Education and Player Development for the North Carolina Youth Soccer Association. My responsibilities included instructing coaching education courses, overseeing the state Olympic Development Program, and mentoring college-aged players enrolled in coaching programs.

As a graduate student of Dr. Martinek, I became immersed in learning about PYD, the TPSR model, and the best practices for applying TPSR in various settings. In addition to my role at the North Carolina Youth Soccer Association, I helped to teach several courses at the Middle College at UNCG that incorporated the TPSR model into their design. Specifically, I helped create the physical education (PE) curriculum which was based on the TPSR model. I also assisted with teaching the undergraduate Community Youth Sports Development methods and practicum courses at UNCG. In this role, I taught the undergraduate students the best practices for SBYD, all aspects of the TPSR model, and evaluated their implementation of the TPSR model during high school PE classes. I was trained to use the Tool for Assessing Responsibility-

based Education and taught students to utilize the tool as a means of peer feedback (Wright & Craig, 2011). As a result of these experiences, I developed a clear understanding of the TPSR model and the best practices for its implementation.

For more than a decade, I have helped Dr. Martinek run his afterschool sports club Project Effort and its counterpart Youth Leaders Corp (YLC). Project Effort is a sports club for elementary and middle school students that uses the TPSR model as its foundation. High school students volunteer as members of YLC to run the activities for the children in Project Effort. I work with Dr. Martinek to train YLC members to understand the TPSR values and to create activities that integrate them into the Project Effort sessions. After each session, Dr. Martinek and I provide YLC members with feedback on their activities and their efforts to implement the TPSR model. Over the years the demographics of the programs have changed, and more refugee youth became participants.

As a result of my work in the community with Dr. Martinek, I created connections with other organizations and began assisting local non-profits, especially those that work with refugee populations, with summer camps and additional clinics based on the TPSR model. Six years ago, I was offered a position to run the NC Fusion Foundation (formerly Greensboro United Soccer Foundation). This was an opportunity for me to continue to assist Dr. Martinek with his programs and create programs of my own based on the TPSR model. As the Director of the NC Fusion Foundation, I train coaches and youth leaders on the TPSR model and work with hundreds of students in various programs each year. Currently, the Foundation runs afterschool TPSR-based programs in 10 elementary and middle schools in the county, a Saturday Soccer community program in two cities, summer camps, and various other programs that revolve around empowering youth to be personally and socially responsible.

As Wolcott (1995) noted there is a difference between bias and prejudice. Whereas my background may bias me towards wanting to learn more about the TPSR model, my education as a researcher enabled me to avoid prejudice in my research. I understand the systematic process it takes to examine the program, analyze what is actually happening and evaluate it in order to create suggestions for ways to refine it based on the findings from this study.

### **Context of Study**

The US State Department started to resettle Montagnard refugees to Guilford County, NC in 1986 and then again in 1992. The Montagnards were from the highlands of Vietnam and supported the US during the Vietnam War. Support systems were created for these new residents and non-profits and government agencies grew to meet their needs. Given the burgeoning support structures, Guilford County continued to receive waves of refugees from countries where political and social unrest around the world forced families to flee and relocate. As a result, the make-up of outreach programs in certain sections of the county changed over the years and have included Montagnards, Sudanese, Congolese, Bhutanese, Burmese, and now Afghani. These changes caused shifts in the demographics of program participants in various outreach programs.

Between July 1, 2016 and June 30, 2017, the New Arrivals Institute (2017) reported that 1,001 of the 3,377 refugees relocated to NC were from the Democratic Republic of Congo. In Guilford County, NC children who are classified as English as a Second Language (ESL) are provided with an opportunity to attend the Doris Henderson Newcomer School prior to matriculating at a traditional school. The school encompasses grades 2<sup>nd</sup>-12<sup>th</sup> and enrolls children for a period of one year to provide academic support and transition prior to enrolling in a neighborhood school. Prior to the pandemic in the spring of 2020, the NC Fusion Foundation conducted various soccer activities with children at the school.

The NC Fusion Foundation is a sports club that serves families across the Piedmont Triad in North Carolina. The NC Fusion Foundation was the outreach arm of NC Fusion Sports Inc. and is committed to providing values-based sports programming for marginalized children through programs in their community. For over six years the NC Fusion Foundation has used the TPSR model as the foundation for its outreach soccer programs. These programs include in-school, afterschool, weekend, and summer programs. The afterschool programs are run at Title I elementary and middle schools throughout Guilford county. The NC Fusion Foundation has a strong relationship with several immigrant and refugee organizations and therefore creates a variety of programs for children in these communities.

The flagship outreach program for the NC Fusion Foundation is called Saturday Soccer and takes place at a church on the east side of Greensboro. For years children from the community walked or were driven to the church, where a grass clearing was turned into a soccer field and a rundown basketball court was remodeled into a Futsal court. Although all children are registered with the state soccer association, this is a drop-in program where participants' attendance is not mandated. The children in the program range from 7 to 19 years old and represent an ethnically diverse group including refugee children from myriad countries. The group is predominantly comprised of immigrant and refugee families with more than 14 languages represented on a given Saturday. Sessions normally run from March through November with an attendance as high as 85 players and with an average number of 60 participants. On Saturdays, players work with volunteer coaches for a short training session followed by small-sided scrimmages. It is through participation in Saturday soccer that players learn about other soccer opportunities in the community and the NC Fusion Foundation selects players for other programs.



During the spring of 2020, all soccer programs were shut down due to the global pandemic. In the fall of 2020, the NC Fusion Foundation created a soccer team comprised of players from 5<sup>th</sup> through 8<sup>th</sup> grade to compete in the club's recreation league. The ethnically diverse group of boys consisted of players who had previously attended Saturday Soccer, newly relocated refugees to Greensboro who lived in an area served by the NC Fusion Foundation, and players who had learned about the team from partner agencies. The fall team was coached by two doctoral candidates at UNCG, two recent high school graduates who had participated in Saturday Soccer for years, and this researcher. The team practiced once a week and had a game a weekend for 8 weeks. During the spring of 2021, the researcher stepped away from coaching responsibilities and the team was coached by a lone doctoral candidate, Coach Claire, who ran the spring season. Coach Claire remained as the only coach of the program through both the pilot and dissertation studies. In addition, the make-up of the team spring team changed slightly due to players moving away and new players moving into the area. The team participated in a short summer season as well.

Following Institutional Review Board approval, the researcher conducted a pilot study during the end of the team's summer training and start of their fall season. Prior to observations and interviews, parents completed a consent form and players signed the assent form. At the time of the pilot study, there were 19 players participating on the team; however, two of them were unable to participate in the winter training. Coach Claire was told that the new practice time conflicted with a need for the players to babysit younger siblings. It was also noted there was parental concern regarding the players training later into the evening and returning home after dark. Once the pilot study was completed and there was committee approval, the researcher observed the winter training program for the team for the current study.

## **Pilot Study**

A pilot study was conducted in the Fall of 2021. There was concern regarding the extent to which the refugee players would be able to provide in-depth answers to questions. The purpose of the pilot study was to allow the researcher to test the interview guide questions, practice data collection and further familiarize herself with the analysis used in the case study approach. Specifically, the researcher observed training sessions, took field notes, completed 3 post session debriefs with the coach, interviewed three (n=3) participants and used NVivo 12 to analyze the data. The observations were conducted during the summer training and start of the fall recreation season. The practice of taking field notes while using the TPSR Implementation Checklist and then transcribing them for further analysis enabled the researcher to refine her notetaking methods. The process of uploading all the data sources into NVivo and navigating the software allowed for the researcher to gain comfort with the technology. Findings from the pilot study also informed the data collection process for the dissertation research.

### ***Fidelity of Implementation***

The data collected during the pilot study presented initial support for the fidelity of implementation of the TPSR model. The session plans created by the coach incorporated the TPSR Daily Format and delineated specific TPSR values for each day. The review of the field notes taken, and coach's debrief interviews also supported the effort to integrate TPSR into the sessions. Coach Claire progressed through each step of the daily format in her sessions. The use of the Implementation Checklist showed that she was consistently integrating TPSR teaching strategies into the sessions. During the coach's debrief, Coach Claire was also able to describe which strategies she utilized, and her recollection coincided with researcher observations. The extent to which TPSR values were embedded into the activities and the actions of the coach

would be examined in greater length during the dissertation study. However, the pilot study helped to confirm that the coach was following the TPSR daily format, focusing on TPSR values during the sessions, and using the TPSR teaching strategies in each session.

### *Interviews*

The pilot study revealed that the player interviews took less time than predicted, but also lacked a certain depth in some areas. The researcher chose three players with different experiences in the program, ages, and fluency with English to interview. All three participants spoke English as a second language and arrived in the US at different ages. Explanation of words and the use of additional probing questions for clarification and elaboration were needed in the final dissertation interviews. For example, one of the questions asked, “In what ways do you get to lead others at practice?” Hank, explained the different things they got to lead at practice, but the researcher did not ask “How does being able to lead others make you feel?” A follow up question such as that could add more depth to the researcher’s understanding of how leadership opportunities impacted players. In evaluating the questions for the players, many of the questions were asking them to describe their experience, but not reflect on or evaluate those experiences. The pilot study led the researcher to add probing questions and questions that addressed how the players felt to the dissertation research.

A second discovery was the timing of the player interviews. During the pilot study, the interviews were conducted after the observations were made. Many of the questions asked the players about their experiences and understanding of the TPSR values, but since all the field notes were taken prior to the interviews the researcher was limited in comparing what the players said to what was observed at training. Given the number of players in the program, the researcher tried to position herself near the field and attempted to adjust positions based on the players

location on the field. The outdoor setting at times limited the researcher from hearing all the conversations that took place. At times, players were in small groups at various locations on the field. For the dissertation study, the researcher thought it would be better to conduct interviews in the middle of the program. This approach would allow the researcher to spend the 2<sup>nd</sup> half of the research study focused on observing the actions of the specific players who were interviewed. Although the researcher would still observe the entire group for the first four sessions in the dissertation study, this would allow a closer investigation of the specific players interviewed during the next four sessions. This would also allow the researcher to discuss those players during the final four debriefs with the coach

Overall, the pilot study indicated that there was reason to continue with the dissertation proposal. The NC Fusion Foundation coach integrated TPSR values into her field sessions, but further observations would lead to more depth. Despite the initial concerns regarding language, the participants were able to provide rich answers to certain questions. Questions that needed explanation or elaboration were reviewed and adjusted for the dissertation study.

### **Procedures**

The researcher obtained consent from the NC Fusion Foundation (Appendix B) and the coach for the program was made aware of the researcher's intentions for the study. Once IRB approval was completed, the coach recruitment letter was sent (Appendix C) and the coach consent form was completed (Appendix D). The researcher then attended a coaching session and spoke to the NC Fusion Foundation players to explain the purpose of the observations and the study (Appendix E). A local translator was used to repeat the explanation and confirm understanding for those players who were less proficient in English. Players were told about the assent form (Appendix F) and the parental information page and consent form (Appendix G) that

the researcher collect from their parents. Following that information session, the researcher then spoke with each of the families and had a translator support the explanations of the study.

Completed consent and assent forms were collected at the following coaching session.

### **Participants**

The focus of this study was a soccer program for refugee boys that utilized the TPSR model. All players were assigned pseudonyms at the program's start. The program consisted of a coach and 17 players from the NC Fusion Foundation's boys' team who participated in the winter training program. The winter training program consisted of 8 coaching sessions and one session with a scrimmage and holiday party. The holiday party session was a warm-up and game followed by pizza and gift exchange; therefore, an observation and debrief were not done for that day. Every player except for two were driven to the training sessions by NC Fusion Foundation staff. The players were aged 11-16 years old and were in 6<sup>th</sup>-10<sup>th</sup> grade. There were many instances of children in the program who lacked birth certificates or documentation from the country they fled and were forced to conform to the birthdate assigned by the US government. Many of the boys on the team had a January 1<sup>st</sup> birthdate for this reason.

The winter program consisted of boys who had joined the team at varying times over the past two years and had different levels of experience in programs that used the TPSR model. The winter program consisted of 15 refugees and 2 Hispanic American players. Table 3 shows the players' age, grade in school, country of origin, native language, years they have lived in the US, and years with NC Fusion Foundation. Purposive sampling was used to select five players for interviews at the mid-point of the observations. Players were selected based on an observed understanding of English, their varied experiences with the NC Fusion Foundation, and different family situations. An understanding of the players' family situation was gathered from the

observations of conversations at the sessions and feedback from the coach. One player was raised by a single father, one was raised by a newly single mother, one was living with both parents and two were living in homes with their parents and other relatives. Given the various circumstances that refugees face during relocation, the researcher wanted to select participants who represented these differences.

**Table 3. Demographic information on players in the program.**

Name	Birth Country	1st Language	Parents Origin	Age	Grade	Years in the US	Years with NC Fusion
Adolpho	Tanzania	Swahili	Congo	16	10	5	4
Deo	Ugando	Ki-gie-re	Congo	15	9	7	4
Gee	Burundi	Swahili	Congo	15	9	2	2
Hank	Tanzania	Swahili	Congo	13	8	5	3
Jacque	Tanzania	Swahili	Congo	16	10	5	1
John	Rwanda	English/Swahili/Rwandese	Rwanda	11	6	6	2
Jose	USA	English/Spanish	Mexico	14	9	Born in US	5
King	Burundi	Swahili	Congo	13	8	2	2
Mamadec	Tanzania	Kibembe	Congo	16	10	5	1
Manbi	Tanzania	Swahili	Congo	12	7	5	1
Mark	Rwanda	English/Swahili/Rwandese	Rwanda	15	9	6	2
Miquel	USA	English/Spanish	Mexico	13	8	Born in US	5
Neema	Tanzania	Swahili	Congo	14	8	3	2
Pauli	Burundi	Swahili	Congo	15	9	5	3
Ron	Congo	Swahili	Congo	13	8	5	2.5
Sadock	Tanzania	Swahili	Congo	16	10	5	2
Zemo	Tanzania	Swahili	Congo	14	9	5	1

The team was coached by a doctoral student from the local university which partners with the NC Fusion Foundation for several programs. Coach Claire was enrolled in the PhD program in the Department of Kinesiology at UNCG with a concentration in Community Youth Sport Development. She coached with the NC Fusion Foundation for over a year and had worked with the Saturday Soccer program, summer camps and community center programs. All of these

programs are based on the Five Pillars that the Foundation had modified from the TPSR model (Appendix A).

### **Data Collection**

Qualitative data was collected by observing the program and speaking with the coach and players. The forms of data included: the coach’s session plan, field notes, informal debriefs with the coach following each session, structured player interviews and a final coach interview. The use of field notes taken during the session observation and the completion of the TPSR Implementation Checklist were used to examine the implementation fidelity of the TPSR model (Wright & Walsh, 2018). The variety of data sources was used to triangulate the data. The data collection steps are delineated in Table 4.

**Table 4. Data Collection Steps**

<b>Order of Data Collection</b>	<b>Data Collection Steps</b>
1	Obtain UNCG IRB approval and NC Fusion Foundation site approval
2	Obtain coach’s consent, parental consent and participants assent
3	Observations of training sessions <ul style="list-style-type: none"> <li>• Observe 8 practice sessions and take field notes</li> <li>• Complete TPSR Implementation Checklist</li> <li>• Debrief with the Coach</li> <li>• Transcribe notes from observations and debriefs</li> </ul>
4	Interview youth players separately following the completion of 4 sessions <ul style="list-style-type: none"> <li>• Transcribe interviews</li> </ul>
5	Conduct member checks with youth players
6	Interview coach at the end of the season <ul style="list-style-type: none"> <li>• Transcribe interview</li> </ul>
7	Conduct member check with coach
8	Use information from the session plan, field notes, coach’s debriefs, interviews, and TPSR Implementation Checklist to create open code data for the case
9	Triangulate data

## **Session Plans**

Coaches for the NC Fusion Foundation and soccer club were normally required to plan their sessions in advance. Part of the NC Fusion Foundation's model was for coaches to keep a session plan notebook and be observed at various times during the year. The director of the Foundation used these observations as professional development for the coaches and provided feedback on the activities and implementation of the TPSR model. These observations allowed the NC Fusion Foundation to support its staff. Coaches were asked to keep a notebook with the session plan and their comments reflecting on each session they conducted. Since the NC Fusion Foundation already had observations as part of its coach training protocols, the researcher's requests for session plan outlines and observations were reasonable.

The TPSR Daily Format which included the Relational Time, Awareness Talk, Activities, Group Meeting/Reflection, was the template that Coach Claire used for the winter training sessions (Appendix H). Each session plan delineated the coaching points for each part of the daily format and provided brief descriptions of the soccer activities. During the pilot study, it was discovered that the coach's notebook was a duplicate source of information given the informal debrief following each observed session. For this current study, the coach was asked to share her session plan before each session with the researcher. The coach emailed the session each week before the training. The NC Fusion Foundation coach created her training sessions based on the needs of her team. Each week the coach prepared the session using the TPSR daily format as the framework for her session. She chose the soccer skills and TPSR values (respect, effort, self-direction, helping/leading others, and positive off the pitch) that were the session's focus.



## **Coach's Debrief**

Following each observed session, the researcher engaged the coach in a short semi-structured debrief (Appendix I). This conversation took place in a private area away from the players. The players were told they had additional time to talk or play while the debrief was conducted. The coach's debrief lasted between four and seven minutes. Questions asked the coach to reflect on the soccer and TPSR goals for the session and how the coach accomplished them that day. Questions also included: "What were some of the highlights of today's session" and "How did you integrate those goals (TPSR) into the session?" Questions related to skill development included: "What were your soccer learning goals for today?" and "In what ways, do you think the players achieved those goals?" The debrief was used to triangulate data with regards to the implementation of the TPSR model and allowed the researcher to ask questions related to what was observed in the session. All debriefs were recorded using a password-protected MacBook Pro and were uploaded to Scribie.com the week they were conducted.

## **Field Notes**

The researcher observed all eight of the winter training sessions. The players were accustomed to the researcher watching the sessions from the pilot study. Based on the session's location, the researcher was either positioned on the sideline of the field or at a table on the side of the gymnasium during the session. Field notes included the TPSR Implementation Checklist (Appendix J) and written observations of the training sessions. The field notes consisted of comments regarding the coach and players' actions. Notes were taken on the conversations that were audible to the researcher and the interactions between everyone at practice. Notes were taken regarding the players' engagement in the activities. Following each session, the written

notes were typed into a word document stored on UNCG Box. All field notes were uploaded to Nvivo 12.

### **Attendance Records**

Attendance was taken for each session by the coach and the researcher. The coach provided the researcher with the reasons for players' absences. The attendance record helped the researcher note the TPSR lessons the players were exposed to and what they missed. It also allowed the researcher to look at the players' commitment to the team. Players used *WhatsApp* to communicate with their coaches regarding rides. It was the responsibility of the players to respond to messages and confirm attendance. Seven players attended all eight training sessions, eight players missed one session, one player missed two sessions for driver's education classes and only one player missed three sessions.

### **Player Interviews**

Purposive sampling was used to select players for the interviews. All players selected for the interviews had demonstrated a basic understanding of the English language as observed during the sessions and based on feedback supplied by the coach. All the players on the team had attended Saturday Soccer prior to joining the recreation team. The players selected for the interviews represented players who had participated in Saturday Soccer for different lengths of time and therefore had different exposure to the TPSR model prior to joining the team with Coach Claire. Each player also represented a slightly different background and current living condition.

The researcher chose to interview the players at the mid-point of the winter session. This choice allowed the researcher to reflect on the information the players gave during the interview and focus the final four observations on those players. The researcher conducted four of the

interviews at the public library over the course of the week. The library was a familiar open environment that was convenient for the players and the researcher. The fifth interview was conducted at the NC Fusion Foundation office in the main meeting room after the player had completed some volunteer work. A password-protected MacBook Pro was used to record the interviews and Scribie.com was used to transcribe the interviews. Each interview was converted to a Word document that was then uploaded to Nvivo 12 for data analysis. The interview questions addressed the following topics: background information; experiences in the program related to the needs for autonomy, competence and relatedness; understanding of TPSR; transfer of what they learned to other areas of their life; and intentions for future involvement in activities (Appendix K). Sample questions included: “How would you describe this team/program to a friend who was interested in learning about it?” and “Has participation in this program made you more or less interested in playing soccer next season? Can you explain why?”. The use of an interview guide allowed the researcher to ask similar questions to each participant and helped focus the interview (Patton, 2002). Probing questions related to the initial questions were also utilized to help the players expound on their initial answers.

### **Coach Interview**

Following the end of the season, the researcher conducted a semi-structured interview with the coach (Appendix L). The coach interview took 51 minutes and was conducted on the college campus following a class the coach taught. A password-protected MacBook Pro was used to record the interview. Following the interview, Scribie.com was used to transcribe it into a Word document that was then uploaded to Nvivo 12 for data analysis. The interview questions addressed her background coaching soccer and using the TPSR model. Questions also addressed her philosophical view regarding the transfer of TPSR to other areas of the children’s lives.

There were several questions that addressed autonomy, competence and relatedness as it pertained to the TPSR model. With regards to autonomy, the coach was asked: “The TPSR model promotes voices and choices. Can you tell me how you promote this in your sessions?” The issue of relatedness was addressed with several questions including: “How would you describe your relationship with the players?” and “What types of things do you do to help build these relationships?” Competence was addressed with the question “In what ways, if any, do your TPSR sessions support players’ skill development?” Given that the weekly coach’s debrief questions addressed her soccer goals for the players and her thoughts on achieving them, the final interview had fewer questions directed at competence.

### **Data Analysis**

All the transcribed player interviews, coach’s debriefs, field notes, and training session plans were uploaded to NVivo 12. The researcher first examined the data to determine implementation fidelity to the TPSR model. This was done by cross-checking the coach’s field sessions with the observations from the field notes and TPSR Implementation Checklist. The researcher also looked at the transcripts from the players’ interviews to see when they referenced aspects of the TPSR model. For example, a player said they liked the time at the start of the session to talk with friends. This is an example of Relational Time and confirms that Coach Claire carried out what she wrote in her session plan.

Next, the researcher examined the observations from field notes and the player’s interviews to analyze the players’ experiences in the program. Yin (2009) addressed the need to have a theoretical basis when examining a case and allow the research questions should guide the examination. All of the data sources were read at least once before open coding was done. Open coding began with simple identifiers being attached to certain concepts that were related to the

research questions. Constant comparison was used to analyze documents and reflect on the codes. Once open coding was done, axial coding was used to examine the relationships and connections between the open codes. Themes using direct quotes from the participants were then established (Miles et al, 2014). These themes conveyed the central idea of several axial codes related to the research question. During the coding process some negative case examples emerged and there were included in the findings to add depth to the understanding of the case.

### **Trustworthiness**

The notion of validity and reliability in qualitative research is different from that in quantitative research. The concepts of reliability and validity in qualitative studies are replaced by the terms “credibility, transferability, and trustworthiness” (Creswell, 2003). Patton (2002) suggested that since “the researcher is the instrument” in qualitative research credibility depends on the procedures and the ability of the researcher (p.14). The first step was for the researcher to recognize bias and confront this prior to each observation and interview. Protocols were established and followed for the collection of the data (Yin, 2009).

Creswell (2003) delineated eight procedures researchers could use for establishing trustworthiness and suggested using two or more in a study. For this study, the researcher used seven different recommended approaches. Although the observations for this study were conducted over two months, the researcher spent extensive time observing the program and building trust with the participants. The multiple sources of data allowed the researcher to corroborate evidence and triangulate data (Denzin, 1989) Method triangulation included using observations, fieldnotes, interviews, and artifacts (the lesson plan) to examine the program. Data source triangulation entailed the use of data from the players, coach, and researcher to incorporate the multiple perspectives about the program. Peer debriefing was frequently used to

provide feedback on the researcher's interpretations and the final analysis (Lincoln & Guba, 1985). Furthermore, the inclusion of negative examples added richness to the findings and challenged the researcher to revise initial conclusions. The explanation of the researcher's positionality and bias supports validity and credibility. Furthermore, periodic member checks were conducted throughout the data collection process (Merriam, 1988; Stake, 1995;). The debriefs with the coach served a dual purpose because they allowed the researcher to collect the coach's opinions on the observed session and provided a member check on the daily field notes. The researcher met with each of the five players individually to review their transcribed interviews and ask for feedback. The researcher met with the coach to discuss the final interview and emerging themes from the study. Finally, the dissertation included rich descriptions of the case including in-depth depictions of the program features, coach, and players. Although generalizability was difficult given the uniqueness of this case study, the detailed description of the case provides readers with rich information. The reader can conclude whether the information relates to other settings with similar populations (Creswell, 2003).

## CHAPTER IV: FINDINGS

This chapter provides the findings from the observations and interviews. The first section details a brief background on the coach and the five interviewed players. The next section examines the fidelity of implementation for the TPSR model with the refugee team during the winter coaching sessions. The final section addresses the themes that related to the last three research questions.

### **Participant Profiles**

#### **Coach Background**

Coach Claire played college soccer at the College of Charleston, a Division I program. As an undergraduate student, she majored in physical education and exercise science. She said during college, “I was really involved in the community at the time, and so I did a lot of coaching, like volunteer coaching.” She enjoyed working with diverse players and spent time coaching players with autism. Once she completed her undergraduate degree, she earned her master’s degree from the University of Virginia (UVA) in Exercise Physiology. While she was at UVA, she worked with the women’s soccer team, one of the country’s top teams. She worked as an exercise physiologist and researcher following her time at UVA. She reflected on that time and her decision to leave that job to pursue her Ph.D. in Community Youth Sports Development. Coach Claire said, “I just really felt like something was lacking, and I think part of that was I really missed the element of giving back and giving back my time.”

Coach Claire matriculated in the Doctor of Philosophy (Ph.D.) program at the University of North Carolina Greensboro in Kinesiology with a concentration in Community Youth Sports Development. As a Ph.D. student, she connected with the NC Fusion Foundation and worked with several programs. During her final interview, she commented:

I had this passion for giving back to youth, and I recognized that youth are powerful beings that all have unique experiences, and most of the time, they just need the opportunity to show what they have to offer. And so in that, I started to work with our refugee soccer team. That has been really wonderful.

Coach Claire assisted with the NC Fusion Foundation's outreach summer camp, volunteered with a weekly clinic for refugees, and served as an assistant with the refugee outreach boys' team. In the Spring of 2021, Coach Claire became the sole coach of the NC Fusion Foundation's boys' recreation team. In addition to coaching the team, her responsibilities also included helping to drive players to practice and games.

Over the past two years, Coach Claire had various experiences learning about PYD, the TPSR model, and restorative practices through her doctoral program. She also went through the informal coach TPSR training with the NC Fusion Foundation. This training provided her with resources on the TPSR model, the daily format, implementation strategies, the NC Fusion Foundation's Five Pillars (Appendix A), and sample training sessions. Following the brief training, she worked with other coaches from the NC Fusion Foundation who provided feedback on her sessions. Coach Claire gave her coaching philosophy in the final interview:

My coaching philosophy really deals with the fact that all youth... Like I just said, basically all youth have positive assets to them. They just need the opportunity to show those assets, and within that, soccer can be a powerful vehicle to teach life skills, as well as empower youth. And so my soccer philosophy is more of an inclusive collaboration with the team rather than an authoritarian figure, and so I really appreciate the role of soccer coach to be more of a facilitator to help these kids, not only on the field but off the field. I want to coach them for life. I want



for them to be successful young men, not just successful soccer players. But obviously, I want them to learn soccer as well.

Her philosophy is predicated on her understanding of PYD and her belief in the TPSR model.

### **Players' Backgrounds**

Pauli was athletic. He was a tall, lean, muscular, and fast Congolese young man born in a refugee camp in Burundi. Pauli was 15 years old and in the 9<sup>th</sup> grade during the winter program. He and his family had been living in the US for five years. Pauli's family was forced to move into his older brother's apartment halfway through the season. The living conditions were cramped, but his mother and older brothers could take care of him and his sisters. He communicated in English but tended to repeat questions and used simple phrases at practice. He attended Newcomer School when he first relocated to the area and explained that learning English was a challenge. Pauli was interviewed because he was one of only two boys from the program who played on a competitive team for the NC Fusion soccer club. His competitive team environment was not an outreach team and differed in skill level and time commitment from the recreation level team. A competitive squad trained three times a week and had games or tournaments with multiple games on the weekend several times during a season. Participating on a travel team provided Pauli with a different perspective on the recreation players.

Pauli had attended Saturday Soccer the year before the pandemic. He learned about the NC Fusion Foundation from a teacher working with some families who lived in his apartment complex. The teacher worked at a school where the Foundation had run soccer programs, so she directed players interested in soccer to the outreach program. When asked how he learned about the Foundation, he commented, "Yeah, she gave me that paper, and then she told me every

Saturday, go there.” Since he excelled on the field at Saturday Soccer the first spring he attended, the NC Fusion Foundation helped him join a competitive travel team in the Fall of 2020.

When the weather was warm, he would wear his competitive team training top with his number on the side and his matching uniform shorts. The other boys on the recreation team did not have this gear. He wore his competitive team warm-up jacket and matching pants when the weather was colder. Pauli was one of the best players in the group. He and the other boys knew it. Another player stated, “I know everybody sees how Pauli runs. Man, he is fast. You can't catch up.” In North Carolina, the high school-aged boys in his travel league do not play travel soccer in the fall because it conflicts with high school soccer. As a 9<sup>th</sup> grader, he could have easily made his high school team, but he played with the outreach recreation program because he did not have anyone to take him home from school practices or games. This team was a chance for him to stay connected to the Foundation and help him get some training before his competitive team season started. The only winter training session he missed was the 7<sup>th</sup> session which conflicted with his spring travel team training.

Ron showed up to the first freezing practice of the winter program in a long sleeve tee shirt and shorts. He was shivering during warm-up, and Coach Claire ended up taking off the sweatshirt she was wearing under her jacket and giving it to Ron. Ron wore that sweatshirt to every session after that one. Ron was born in Congo, and his family fled to Malawi before ultimately coming to the United States. During this program, he was 13 years old, in the eighth grade, and had lived in the US for five years. Although he mentioned that he sometimes struggled with words, Ron could communicate in English well. Ron also attended Newcomer School when he arrived in the US. He explained that it was hard for him to transition from school to his traditional school. He told a story about the first time he tried to use deodorant at

his new school. He put the deodorant on over his shirt, and all the kids laughed at him. He commented, “And everybody was laughing and ... And they keep calling me that name, ‘The African boy that put deodorant on top of his clothes.’ He explained that it took him time to learn English, and he still feels like he is shy talking when it is not one-on-one.

Ron was first introduced to the NC Fusion Foundation when he lived at an apartment complex where the Center for New North Carolinians (CNNC) had a community center. The Foundation helped the CNNC bring students to UNCG for a sports club. Ron had been able to go to the sports club a couple of times, but the community center closed, and so the program stopped bringing players from those apartments. Later, he attended a few sessions run by the NC Fusion Foundation at his middle school. When he moved and switched schools, he asked someone from the CNNC to contact the NC Fusion Foundation to see if he could join Saturday Soccer. He briefly attended some Saturday Soccer sessions before joining the outreach team.

Ron had played on the outreach team for a year, but in the Fall of 2021 was asked to sit out of a practice because he was disrespectful. He had been acting out at sessions for a couple of weeks and despite conversations with his mom via a translator from the CNNC, he continued to misbehave. Coach Claire had asked him to sit out practice to think about his actions, and he decided to stay away for several sessions. After a few weeks, he returned to the team and finished the season. He stated,

'Cause I was very disrespectful to her. 'Cause I, and Claire I was very... I was not listening, I would be saying stuff in my language, bad stuff about ya. And I'm like, I never wanted to tell you this, but, here I'm saying it. I used to say bad stuff, and stuff. And I've... It was... I was... After they really let me into the team again, I was really... I was mad at myself. Everything I said I really... I actually kneeled

down and said to God, "Hopefully, you don't do... Hopefully you don't punish me or anything." [chuckle] 'Cause God usually punish you when you do something bad.

Ron discussed that he was grateful to be back on the team and have a second chance to apologize to Coach Claire. Since his initial departure, he had not missed a training session and attended all the winter sessions observed during this study. When Ron was interviewed this winter, he expressed that he had been going through a difficult time in the fall. He confirmed what Coach Claire had said that his mom and dad were going through a divorce. His dad was abusive, and at one point, Ron, his mother, and his siblings were living in a hotel.

Deo was the team translator. Born in Uganda to Congolese refugees, he had lived in the US for seven years, which was longer than anyone else on the team. Deo never missed a winter training session. He lived in an apartment complex a few miles from the church with his father and older sister. The apartment complex was different from where Ron had lived but was also once a community center for the CNNC and still served as a relocation site for many new refugee families. Deo had faced many challenges in Uganda and upon arriving in the United States. At one point, Deo mentioned to Coach Claire that his younger brother had died in the refugee camp with some other children. He told Coach Claire that his house was burglarized, and his cleats and clothes were stolen before Christmas. The evening of his interview, he told the researcher that he needed to be home by 8 pm because his complex had a curfew. Deo was not a very good player, but he was dedicated and never missed a session. He was the first one to respond to Coach Claire's questions at practice usually and was not shy at all. Deo was friends with some of the boys who were newer to the US, and he had been instrumental in them joining the soccer program. Since they did not know English well, Deo helped communicate with them,

knowing when practices were held and how to coordinate transportation. Deo also translated Coach's directions into Swahili for those boys during training sessions.

Deo had played with the Saturday Soccer program for two years before joining the initial outreach team. He said, "I think it was like 2017, maybe. Emmanuel, me and Alex (some of his friends from school), just walking and then we found kids playing. We just... I think we came there and then we started playing. Something happened." Once it was discovered that several boys were walking to Saturday Soccer, the NC Fusion Foundation started to pick them up. Deo helped keep them connected to the team as players moved to new locations.

Mark was the tallest player on the team and was one of the quietest. He was born in Rwanda but fled the country to the US when he was nine years old. Whereas the other boys all needed to learn English when they came to the US, Mark was taught English in Rwanda. He did not have to attend Newcomer School when he arrived in the county. When asked if he faced any challenges during his first year in the US, he said, "Not really, 'cause I could already speak English, so it wasn't really hard." He played on the team with his younger brother John. Before joining the outreach team, the boys had not attended Saturday Soccer because they initially lived too far away. When the family moved from the West side of town to the East just prior to the pandemic, they could attend the sessions.

Mark and his brother were the only two players that had rides to the winter program. Although they had moved at least twice in the past two years, they had two working parents, access to transportation, and were living in a rented large single-family home. They lived with their mother, father, and two older sisters. Usually, their oldest sister, mother, or father drove them to the coaching sessions and helped take two other players home from training. Mark and his brother only missed one session due to Covid protocols because his family had been exposed.

During the winter sessions, Mark's older sister had asked the NC Fusion Foundation to provide transportation on two occasions for the boys because his parents were tired from work.

Mamadee was one of the oldest boys on the team. He was 16 years old during the winter training program and was a sophomore in high school. He had lived in the US for five years at the time of his interview. Like many refugees, Mamadee attended Newcomer School when he first relocated to the area. He said, "My first year. At first, when I came to America, I didn't know what to say, meeting new people, going to school, I was like it was tough 'cause I didn't know how to speak English". In addition, he said that the neighbors where he lived didn't like his family and would call the police on them sometimes. Mamadee had attended some Saturday Soccer sessions in middle school but stopped coming to the program. Mamadee and Adolpho (another player on the team) were cousins, and the two of them had a history of getting into trouble at programs with their church. They both had some issues when they first attended Saturday Soccer. Whereas Adolpho continued with the program, Mamadee stopped attending for nearly a year until Adolpho connected him again with the Foundation staff. Mamadee had been away from the NC Fusion Foundation for some time but was allowed to join the recreation team.

Mamadee's family moved into a single-family home on the West side of town before the start of the Fall season, which caused him to move away from many of his friends. It was a lovely home, but he lived there with his immediate family, his sister's family, and other relatives. He lived the farthest from the training and was told that he could only participate with the outreach team if he communicated his transportation needs to the staff in advance. Each week, he texted the staff to confirm he wanted to go and asked what time he should be waiting. After the sixth training session, Coach Claire spoke to him about his behavior at training. He and Adolpho were disrespectful, and Coach Claire challenged him to finish the last two sessions without

issues. Despite Mamadee and Adolpho being disruptive at training and causing some problems with players at times, neither one of them missed a single winter training session.

**Research Question One: What is the implementation fidelity for a TPSR-based soccer program?**

Fidelity of implementation was based on examining the coaching session plan Coach Claire created each week and comparing that to the completed TPSR Implementation Checklist, the researcher's field notes, and the coach's debriefs for each session. These comparisons aimed to establish that the TPSR daily format was utilized, TPSR goals were integrated into sessions, and TPSR strategies were implemented throughout the program.

**Conformed to Daily Format and Addressed TPSR Themes**

The training sessions were scheduled for 75-90 minutes once a week. Five of the training sessions were held outside, and three were held in gymnasiums. Each session plan utilized the daily format as the template and included questions, coaching points, and activity descriptions under each section (Appendix H). The first three session plans listed the TPSR and soccer goals at the top of the session plan. The other five sessions had those goals listed in the Awareness Talk section. All eight session plans were crafted using the TPSR Daily Format, and each TPSR Implementation Checklist confirmed that the sessions were executed consistent with each of the five elements of the Daily Format: Relational Time, Awareness Talk, Physical Activity, and Group Meeting/Reflection.

Each week Coach Claire chose two or more TPSR levels from the NC Fusion Foundation's Five Pillars as the focus for that week. These were usually based on what she felt was pertinent for the players, given her observation of their needs. Respect was the focus on six occasions, with Coach Claire introducing the concept of empathy as an aspect of respect two

times. Effort was a central theme for five of the sessions. Self-direction and goal setting was a focus for one session. However, each week during Relational Time players were asked to choose something to practice that they thought they needed to improve which incorporated self-direction. Leading or helping others was a main topic for four sessions, but field notes showed that Coach Claire provided opportunities for players to lead at six sessions. The one pillar that was explicitly addressed every week was transfer.

Coach Claire created the coaching session plans so that the themes of the session were integrated into each section of the training. During Relational Time she checked in with the players and connected with those who she might ask to lead during the session. The Awareness Talk served to focus the session and the players on specific TPSR and soccer topics for that day. For example, the TPSR themes for the first session were respect and helping/leading others with an emphasis on understanding empathy. The soccer focus was on passing with emphasis made to address players movement off the ball and communication. Coach Claire started the session by asking the players if they knew what empathy meant and then shared an experience of hers where her college teammates had lacked empathy. Following the Awareness Talk, the Physical Activity portion had players progress through passing games where the importance was placed on recognizing where a teammate needed support and communicating with the group. These soccer goals supported the overall TPSR goal of respecting others and helping them because it focused on working with your teammates. During the Group Meeting/Reflection at the end, Coach Claire asked the players to assess each other by posing the question “who had been a good teammate and showed respect.” In addition, she challenged the players by asking the question, “How can we do better to recognize how someone else is feeling?” This final question served to



link what was done throughout the session to other contexts of their life. In the session debrief Coach Claire said,

I think that today's lesson was a good lesson to address because we've had some kids that... I think that some kids think they're joking and then some kids think they're getting bullied and it's just like that fine line between, 'Oh, I'm joking.' And, 'Oh, I feel like I'm getting bullied.' And so it's like a direct response to what we've been monitoring. And the hard thing is that since they don't necessarily speak English, it's really hard for us to monitor 'cause we're just looking at actions and sometimes you don't know the intent behind those actions or what kids are interpreting them as.

This theme of understanding others' perspectives and how a player's actions might be interpreted differently than their intentions was a recurring topic throughout the winter training. Early on at times the younger players felt that the two older boys, Mamadee and Adolpho, were bullying them. Both the older boys saw it differently and much of Coach Claire's time was spent during relational time and at practice helping the players to understand each other's perspectives. Mamadee and Adolpho were newer to the team and their integration to it took time. Given the language barriers, Coach Claire made a point of establishing themes for each session plan and choosing recurring themes throughout the program to reinforce ideas. The use of recurring themes allowed for the understanding of specific terminology and the cultivation of expectations and a positive culture throughout the program.

### **Utilized TPSR Implementation Strategies in Daily Format**

As previously stated, there are nine implementation strategies that support the TPSR model. The use of the TPSR Implementation Checklist allowed the researcher to check off when

a TPSR strategy was used at training. Table 5 illustrated the number of strategies that Coach Claire employed during each training session. Coach Claire utilized a minimum of 8 TPSR teaching strategies in each of her training sessions.

**Table 5. TPSR Implementation Strategies Utilized in Each Session**

TPSR Strategy	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Session 8
Modeling Respect	*	*	*	*	*	*	*	*
Setting Expectations	*	*	*	*	*	*	*	*
Providing Opportunities for Success		*		*	*	*	*	*
Fostering Social Interaction	*	*	*	*	*	*	*	*
Assigning Management Task	*	*	*	*	*	*	*	*
Promoting Leadership	*	*	*			*	*	*
Giving choices and voices	*	*	*	*	*		*	*
Involving Assessment	*	*	*	*	*	*		*
Addressing Life skills	*	*	*	*	*	*	*	*
<b>Session Totals</b>	8	9	8	8	8	8	8	9

\*Indicates a strategy was implemented during that session.

These teaching strategies were implemented at various times throughout the sessions and helped to illustrate the integration of TPSR into all parts of the training session.

Coach Claire allotted the first part of practice as Relational Time. She included Relational Time in her outline and each week listed certain questions to ask players during this time. These questions included: “Ask King/Gee (two boys in the program) about new little sister”, “Have you thought about any other assets you have”, and “How was school online last week?”. These questions were usually related to something that was happening in the players’ lives or a topic that was discussed at training the previous week. During this first part of training, players were given a choice of what they would like to work on by themselves or with a small group. They were also allowed to talk with friends during this time if they chose to do so. While the players

were talking or working on a skill, Coach Claire was observed walking around and modeling respectful interactions. Most practices during the Relational Time she asked players to help with management tasks like equipment set up or asked for their assistance with demonstrating. The researcher observed relational time and noted:

Coach Claire is walking around and asking the players ‘how they are doing and how their weekend was?’ She asked one of the boys if he wanted to share anything? Jacque, Pauli and Coach Claire start talking to each other. Jacque says that he wants to be on a travel Fusion team. Coach Claire asks Pauli to tell Jacque what he needs to do to be on a travel team. Pauli says, “You got to respect the coach and the family that helps you. You want to play, you need to work hard and pay attention. Communicate with coach.” Jose asks if he can pump up the soccer balls. Pauli and Adolpho go move the small goal, so that everyone can shoot and the balls won’t go into the other field. Mamadee, Manbi, Zemo were working on their dribbling moves and have been in a heavy debate in Swahili. Coach calls for all the boys to come in. She compliments Deo on his new haircut and says he looks “sharp”. He grins. She is waiting on Mamadee, Manbi and Zemo to finish their debate. Adolpho yells over to them to stop talking and come in.

This scene was very similar to the opening of most of the training sessions. Coach Claire used the relational time at the start of the session to help her build connections with players, but also give the players an opportunity to connect with friends who they did not see outside of soccer. As a result of the Covid 19 pandemic, many of the boys had moved to new homes and were attending different schools from their friends. They did not have as much time during school to

engage friends either. Based on feedback from the players, Coach Claire had extended the length of Relational Time to accommodate players catching up with their friends.

The second part of each training session was the Awareness Talk. Each week Coach Claire delineated the TPSR and soccer focus for the session. During this talk, she was also intentional about introducing the transfer of the concepts they were learning at soccer to other areas of their lives. She started most talks by posing a question to the players. During the Awareness Talk for the third session, she asked players, “Who is your favorite sidekick?” One player answered, but the others seemed confused, so she asked a follow up question. The discussion was transcribed below:

Coach Claire: Do we know what a sidekick is?

Jose: Its like a partner.

Deo: Yea a partner in crime.

Hank: Robyn helps Batman.

Coach Claire: Yes, so maybe in the future you will have a wife. Sometimes they support you, sometimes you support them, but you both are working together for something good for each other. So sometimes you are not the main character...In soccer, it can be the same thing. Messi needs to get the ball from his teammates before he can score. Only one person can have the ball at a time, so the others must work to try and support that person. If one person has the ball how many teammates don't?

Manbi: 10

Coach: Yes and they are all working...

Deo: I want to make a point. It's like defending someone loses the ball, but we all need to work to get the ball back.

This discussion challenged players to articulate what they knew about the term sidekick and related it to their current soccer situation and future lives. Following the discussion, Coach Claire explicitly stated that the TPSR focus for the session was on effort and helping others while the soccer focus was on passing and supporting players. The Awareness Talk allowed her to talk about the relevant soccer points related to effort and supporting positions in addition to setting the stage for transfer at the end of the session.

The Awareness Talk provided time for Coach Claire to also set expectations for players' behavior during the session. Sometimes this was a facet of the TPSR focus such as working hard or showing respect, but other times it was a specific approach to behavior management. During the first few training sessions, there were several issues with players not paying attention while she was talking. Players would step back from the circle to juggle or work on a dribbling move while the rest of the players attempted to listen. At first Coach Claire subtly asked players to leave the ball at their feet while she was talking to avoid the distraction. However, in the later training sessions the field notes illustrated her explicit comments to set expectations for behavior:

She had them look around the gym and made them aware of some of the hazards in the space and talked to them about being careful when going for the ball against someone. She didn't want anyone to get hurt. She explains to them that in the gym the ball bouncing can be louder than outside, so to be mindful of that and be respectful to her coaching voice. She said again, 'Be careful in this space, you can work hard for the ball, but not battle into an unsafe area.'

At the debrief Coach Claire said, “I was more intentional with the efforts to set expectations at the beginning of the practice, so I didn’t have to deal with behavior issues throughout the session.” She also made a point to say that during the later sessions, the players were better about helping to hold their teammates accountable for their behavior.

Given that many of the players were learning English, Coach Claire employed a variety of techniques to get input and give players a voice during the Awareness Talk. Sometimes she posed a question and allowed players to voluntarily call out answers and talk. Other times she asked players to use their “thumbometer” to give a visual answer. The “thumbometer” was a technique where she posed a question and they could answer with a thumbs up, to the side or down. This was an easy way for her to get a quick understanding of how players were feeling based on the position of their thumb. A third technique Coach Claire employed when posing a question was a “circle” response. An object was chosen as the talking piece and during a “circle” the players were asked to speak when they held the talking piece. After a player spoke, the piece was passed to the player next to them which allowed each player to have a turn to answer the question she posed. Sometimes players were allowed to pass and not answer the question and other times she encouraged everyone to answer or add something to the topic.

The third part of the TPSR daily format was Physical Activity. This was the part of the coaching session that focused on guided skill development and games. Each activity portion consisted of 3-4 different activities that progressed in complexity and ended with a final game. The lesson plans showed that three activities were listed for three sessions and four activities were listed in the other five sessions. Coach Claire let the boys have a longer time for the final game at the start of the winter programs and during the last coaching session. Here is an excerpt

of the Physical Activity section from her fifth lesson plan. The activities build in complexity and allow opportunities for success as a result.

1. Warm up game:
  - a. Tail tag with a soccer ball, you can't lose your soccer ball or your penny
  - b. We can do individual, and we can do teams
2. Technical session
  - a. Passing lines, follow your pass
  - b. Inside of the foot, outside of the foot, right foot, left foot, short-short, long
3. 5 v2 keep away, quick passes, touches
  - a. How do we respect our teammates defending and not make the circle too big
  - b. How do we show effort even in the small stuff?
4. Small sided, indoor game
  - a. 7v7
  - b. Make sure players are aware of the risks around them
  - c. Everyone must touch the ball before you can score
  - d. How do we respect our teammates?
  - e. Choices and voices: kick-ins/throw-ins, one goal/two goal?

The activities were designed to allow players an opportunity for success by increasing in difficulty. The Physical Activity segment provided Coach Claire with chances to employ a variety of the TPSR teaching strategies. She fostered social interactions by changing the groups each week. Sometimes she purposely formed the groups or teams because she wanted certain players to work together. Other times, she asked the players to form their own groups, but set a stipulation on it. The excerpt from the field notes for the second coaching session illustrated fostering social interactions and her use of assigning management tasks:

She asks them to try and get into a group of four with people who are outside their family or who they usually come to training with. She asks them try to work with different people. She asks for one person from each group to grab cones. She then tells each person with a cone to make a rectangle with them. Adolpho says 'what' and she asks him if he knows what a rectangle is? He says, 'Yes long and short sides.'

Whenever possible, Coach Claire tried to assign tasks to player such as setting up fields or moving equipment. Sometimes, the language barrier caused the set up to take more time, but as the sessions progressed Coach Claire utilized more visual examples to illustrate what she needed.

The Physical Activity segment of the coaching session allowed for Coach Claire to employ choices and voices as a TPSR strategy. Players were sometimes asked to select their own groups and were allowed to choose which activities they would do or what rules they employed in the game. At the end of the third session, the field notes described the transition to the big game:

She tells them that they will play a big game for the last 15 mins. She assigns tasks for them to get started: Manbi can you pick up the cones? Hank grab a partner and help move the goal. Pauli and Gee will you go help them too? John please organize pinnies for the teams. The boys all do what they are assigned and Jose goes to help with the goal too. She tells Deo and Mamadee that they will be the captains of the teams. She tells them to pick teams and make sure that they are fair. The teams have to agree on their own formation and who will play which positions. They can also choose to do throw ins or kick ins. Pauli starts the game at centerback. (He usually plays as a forward or midfielder, so interesting he agreed to play there.) She lets the boys play for a few minutes without coaching them.

Although she chose the game they would end with that day, she allowed them to create their own teams and determine the rules for the game. The selection of players as captains also highlighted the use of promoting leadership as a TPSR strategy. Coach Claire promoted leadership using



several tactics including: activities led by players, players demonstrating moves, and players selected as captains.

It should be noted that Coach Claire tried to provide all players with an opportunity to lead throughout the winter program. In the seventh session, she specifically chose four of the boys who were not as strong of players to lead the opening activities that day. She was very specific in her expectations of what the chosen leaders should do for the session; however, she realized she should have also provided them with additional support by making sure the other boys understood the expectation for them as participants. During the debrief she explained:

I think something I would do differently next time is set the expectation from the beginning that, 'Hey, I'm gonna have these people step up and make teams (be the leaders), and this is your time to show respect to them.' So, yes it might be easy to show respect to adults, but how do you show respect to your teammates, especially your teammates who you might not just outright (command) respect in the first place.

This example highlighted her efforts to empower all players with leadership opportunities in myriad ways. The four boys each had varying levels of success in getting their teams to accomplish the tasks. During Ron's interview at the halfway point of the program, he mentioned he had not been chosen as a captain yet during the season. On the day he was selected to be a captain he was visibly happy to lead that day. He had a big smile on his face the entire time Coach Claire was talking to the leaders.

Coach Claire combined the Group Meeting and Reflection into the final part of each coaching session. She used this time to check in with the players and have them assess the practice. During a session that focused on empathy, she asked, "Using the thumbometer tell me if

you thought you were a good teammate today?” This assessment allowed her to get simple feedback from the boys about their own behavior, which then allowed her to ask additional questions. She also used this time to have players give “shoutouts” to other players based on their actions during the session. The “shoutouts” were integrated into NC Fusion Foundation programs as an opportunity for players to look to their peers and acknowledge them for their positive actions during a session. Coach Claire asked the team “Who was a good teammate today and why?” and then players responded with a teammates name and their actions. Players were taught how to clap twice in unison following the “shoutout”. When asked for a “shoutout” during one session the players responded:

Jose: Markey he had a good cross for Gee’s goal.

Deo: Pauli played hard. Even when he switched teams he still played hard.

John: Jose was a good communicator.

Deo: Gee he was trying to go at speed at people like you said.

The use of thumbometers, shoutouts and other questions at the end of the session allowed players to have a voice in assessment of their own actions, their teammates’ actions and the activities in the session. This final part of the session also allowed for Coach Claire to connect the focus of the training session to another context of the players’ lives.

**Research Question Two: How does a TPSR-based soccer program address the fulfillment of players basics needs for autonomy, competence, and relatedness?**

The second research question was addressed by examining the field notes from the session and comparing them to the coach’s debriefs, player interviews, and final coach’s interview. Inductive analysis guided by the research question was used to create broad themes and then deductive analysis was used to find similarities across the data. Each theme was

supported with data from different sources. There was one distinct theme for each of the SDT basic needs of autonomy, competence, and relatedness.

### **You Get to Have a Word in Something: Autonomy**

An important aspect of the TPSR model is empowering players and giving them choices and voices during the program. Relational Time was an opportunity for players to talk with their teammates and choose an activity to work on themselves. Throughout the sessions Coach Claire also provided opportunities for players to choose how they would like to play a game or even choose their teammates. When asked how it felt to have a choice in the program Deo responded, “It was pretty exciting... Because you get to have a word in something.” Deo had expressed that in school he rarely got to talk with his teachers and was always told what to do. Mamadee echoed this sentiment too. He stated, “It makes me feel good 'cause sometimes, not everybody will ask you for the opinions, so when she asks me for the opinions, I'll be like it makes me feel good.” For some of the players who perceive that they are always told what to do at home or at school, the ability to choose within the program provided players with a chance to be autonomous.

Not only did Coach Claire let players choose their activities, but she allowed them to assess how the activities were going and adjust them. During the 8<sup>th</sup> session, the boys were playing a possession game where they earned points for passes or for knocking a ball off the cone. Coach Claire asked a player “how successful has your team been getting seven passes? Do you want to change the number of passes?” The player initially said “No” and then walked over after a few moments and asked if it was okay to change the number of passes. He admitted he didn't understand her question at first, but after talking with his team wanted to change the rules.

Coach Claire allowed them to change the rules and then asked the other group how many passes they thought they should make before getting a point.

An interesting challenge for Coach Claire occurred during the second session. She had asked one of the boys to create two even teams for the game at the end. The teams were uneven with one team controlling the game and scoring several goals. At a stoppage, she switched two players to help make the teams even. One of the players was not happy that he was losing one of his best teammates. Field notes described the situation:

One player approached her and asked why she switched the teams without asking them. He said he didn't want that and she should have asked. (He seems visibly annoyed at her and his tone is demanding). She asks him if he thinks the teams are even and both sides are getting good chances? He says "no". She asked if he had another suggestion to make the game better. He sort of shrugs and walks off.

The player's negative body language showed that he was upset with her making the change. The importance of providing a rationale to players was neglected. Given that she normally asked for players feedback before acting, this change to his team without input from them was upsetting to him.

Choices and voices were an important aspect of the program to empower players. However, another negative example highlighted the downside of giving players a choice. On two separate occasions Coach Claire asked the players to create their own possession or passing activity. Field notes from the 5<sup>th</sup> session described the situation:

She explains to the group that they will create their own possession activity. They can play 7v2 or 6v3 and they can choose how big of a space they want to use. Mamadee and Adolpho have been talking again while she is explaining, so she

pauses again to get their attention. It takes them a few moments to stop talking, but they do and she finishes explaining the activity. The groups can choose the number of defenders and the space. They can also choose how the defenders should rotate in and out. All she wants the groups to do is work on their passing and also be respectful of the defenders in the middle. The groups should think about how to make the passing challenging and how to avoid running the defenders ragged in the middle.

Coach Claire provided the players with a variety of choices in her explanation and then gave the players the freedom to set up their own space. One group was able to get a game running after a few minutes, but the other group was unable to make an activity work. The group that was working hard had several players who knew English and had done possession games before. The other group had two players who had not been paying attention and consisted of less-skilled players. At one point, Coach Claire asked the group that was struggling if they were having fun, because they kept stopping and arguing with each other. She finally assisted them with directions for how to play the game.

Coach Claire explained in her debrief that she was trying to get them to create a fun passing game like her college team would do. However, some of the players were unable to understand what they should do. She reflected on the adjustments she would make the next time and stated, “maybe assigning a little bit more leadership roles. I sometimes do that, but today I didn't really do it, and I think that that would have allowed some of the choices and voices and things like that to go smoother.” Normally she has one or two of the more skilled players lead an activity, but today she just challenged the groups to create the activity. As a result, the lack of

experience with possession games and the lack of a leader hindered the success of the players within the game.

Despite this instance, Coach Claire actively engaged the players in choosing activities, helping to set up equipment, leading small groups or teams and providing input on the session. The players took notice of these actions. In his interview Ron noted, “She takes our idea and goes home and use those ideas to find a way to put in practice. So...Like the idea we said with her, and like we see (it) in practice and sometimes I see other African friends, like my other African friends they like it.” Opportunities like this helped the players to feel “excited” about the choices they got to make at training. During the final session Coach Claire was observed teaching the players a new move:

She stops everyone and goes to Ron’s (group) to show them how to do a roll over after they receive the ball. She demos with Ron. As she is walking around to look at the pairs work, Mark says, “Did you steal that move from me.” He is smiling and she says, “Of course I stole it from you,” she said.

Mark, who was one of the quieter boys on the team, was visibly excited by the fact that something he had been doing on his own was incorporated into the session. Coach Claire had talked about Mark’s leadership development over the course of the program and that the more opportunities she gave him to lead the more he started to choose to lead.

### **Learning New Skills, It Just Makes Me Feel Good: Competence**

The players on the team varied in age and playing experience which meant that some players were better than others. Despite different ability levels there was a consistent theme in the player interviews that they all felt like they were learning new skills. When asked how he felt about learning new skills Deo replied, “Wonderful.” Mamadee was one of the older players who

has said he was new to soccer when he joined the program. He stated, “It makes me feel good 'cause back then, I didn't know how to play soccer at all... Yeah, so when I got into this program and learning new skills, it just makes me feel good.” Pauli, who was one of the top players also stated, “No, the program is good, it's making me like, feel like I'm a soccer player, like getting better in soccer.” Mark also felt that the program was helping him. He said, “It makes me feel like... I just, I feel like my confidence in the sport has gotten way better.”

A second aspect of learning skills was the perceived support that Coach Claire showed the boys. In Deo's interview he stated, “Yeah, and if you have, if you do something wrong, she say, ‘Don't worry. You can get it next time.’ So that really encourage people.” Ron also felt that Coach Claire helped him to feel good about his skills and that made him want to persevere.

During Ron's interview he stated:

Yeah, actually she does. It's just not me, it's like the rest of the team. If you've missed scoring a goal, nice try you'll get it next time, and she usually say that all the time and people like... I think it's like... Sometimes people may not say thank you back. I feel like you touch them in the heart but people just don't know how to express... To say thank you Claire for that. That really made me work harder and stuff like that.

He was asked to clarify if her complimenting him made him work harder and he replied, “Yeah, yeah it wanna make me work harder.” When asked more about the impact the program had on him, Mark stated, “I mean like, my mindset-wise and to work more myself just to become better at doing it, I guess.” The belief that their effort would help them improve was an important aspect of learning new skills.

Throughout the training sessions Coach Claire provided a positive attitude that encouraged players to keep trying. During the fifth training session, the boys were playing a game at the end and Pauli tried to open the field up by playing a long ball. He struck the ball too hard and it went passed his teammate and out of bounds. He was observed dropping his head. Coach Claire was observed saying, “Hey the right thought and effort were there. I’m glad you tried it, I liked it; keep looking for those chances.” Coach Claire displayed a positive attitude and was very focused on appreciating players effort and intent to improve. She also encouraged players to be positive coaches and help their teammates feel good about the skills they were learning. During the sixth training session, she had players pair up and work on “giving/feedback”. In her session plan, she had questions for the players to help guide the type of feedback she wanted them to give. Questions included: “How do we give feedback but are still respectful?” and “How are you going to help your teammate? Can you provide encouragement?” Her deliberate efforts to provide positive feedback and teach the team to do the same were perceived to help players feel like they were capable of learning even if they were not good at something. During the last few sessions, Zemo, who was newer to the team and had been quiet at the coaching sessions, really started to interact with the players outside of his friend group. At the 7<sup>th</sup> and 8<sup>th</sup> sessions, he was observed clapping and cheering his partner on during the peer coaching activity. Coach Claire was asked about him during the 7<sup>th</sup> debrief and she said, “...he's been doing it great. And you can see some of the evolution of kids stepping up and feeling comfortable”. Although the researcher did not intend to track coach-player interactions, it should be noted that more players were observed asking questions to clarify instructions or ask for help later in the sessions.



### **Makes Me Feel Wanted: Relatedness**

When reviewing the data to understand relationships in the program two distinct themes emerged. TPSR is a relational model that stresses the importance of the coach-player relationship, but it also encourages participants to build relationships with each other. The efforts Coach Claire made to build relationships with the players illustrated the importance of intentionally planning moments to connect with the team. Furthermore, although there were groups of players that knew each other, relationships developed over the course of the program between new players.

An implementation strategy utilized by Coach Claire to promote autonomy and also develop relationships was providing the players with opportunities to voice their opinions. As previously noted, Coach Claire asked players questions during all parts of the lesson plans. Sometimes the questions pertained to checking on how they were doing and other times the players were asked to give their opinions on what they would like to do at the training. Given the various opportunities to express themselves it was important to understand how that made the players feel. During the player interviews, the researcher asked players, “How does it make you feel to be able to express your opinions?” Mark stated, “It makes me feel like I'm actually, like I'm wanted there, and they want to know about me.” In Coach Claire’s interview, she noted that Mark lived with his mother, father, and three other siblings in large house. She commented, “I think that he just really appreciates being recognized. I think that he comes from a family of four. His sister is a really great girl, really great family. His mom is a great person, and I think in that, Mark probably doesn't necessarily get a ton of recognition all the time.” The importance of the coach engaging players and the impact of talking to them was a theme throughout the interviews.

Pauli was a player who was constantly recognized for his on the field success; however, he also appreciated the opportunities to talk with Coach Claire. He commented in his interview, “I feel like, I feel good now, I think about like she care about me, she interested in me.” Coach Claire’s relationship with Pauli grew over the course of the winter training and their interactions increased from the first sessions to the last one. At one point she talked to him about the fact that he didn’t need to be a vocal leader for the team, but he needed to understand that the other players looked to him. He was showing up to train, but not really participating in the Awareness Talk or Group Meeting/Reflection. She told him that when he didn’t pay attention, the other players also thought it was okay not to pay attention. She helped him to see his impact on other players and her too. In her interview Coach Claire said, “I think that he's really grown, not only from a soccer player, but I guess as a human too. Just conversations with him and stuff have started to grow and stuff like that.” This was also seen during training sessions towards the end of the program when Pauli would hear people talking when Coach Claire was explaining something and “Shhhhh” them.

As previously stated, Ron was a player who had stepped away from the team for a few sessions because of his behavior. When he returned to the team, Coach Claire welcomed him back without any issue. Ron developed a stronger relationship with Coach Claire once he returned to the team. During his interview he said, “She treat me very, very good. Actually, very good. If I had anything to give Claire I'd actually give her anything.” Coach Claire said that she was very intentional about using time at the start and the end of practice to ask players questions about their lives. She stated in the final interview:

I was able to sit there and have a conversation with him (Ron) and talk to him, and I get to talk about his video games and other things. And in that, I know that other

players have told me, 'You're very personable. You want to know our personal facts.' And even though I don't understand video games, I still ask about them and I still wanna get to know them. And so in that, I think there's a difference because I ask about what their life is and what they value in terms of culturally, I want to know about their culture. And Hank (another teammate) taught me Swahili for so long. So I would get one Swahili word a week and I would practice it, and Hank would just be like, 'No one ever asked me about Swahili, this is so fun. I really like talking about it.'

The weekly effort she made to engage children and ask players about their lives and opinions regarding training served to build and strengthen the coach-player relationship. Deo said that he participated in two other teams, but that the coaches never asked for his opinion. During his interview he was asked, "Okay, how did that make you feel?" and he replied, "Unwanted." Deo said that he ended up playing only a few weeks for his high school team and then he quit. He did not feel connected to his high school team like he felt connected to the recreation team.

The observations and interviews illustrated that there were multiple levels of relatedness present in the program. Players felt connected to Coach Claire, but there was also a connection to their teammates and the program. Coach Claire was very intentional in her efforts to connect with players and build her relationship with them, but she also used the coaching sessions to help foster interactions between the players. As previously noted, she would try different ways to form teams or small groups for players to work together. As the season progressed the relationship between players from different areas became stronger. During the debrief for the fifth session Coach Claire noted:

Once again, I think that some players really stepped up and represented themselves well, I saw Jose and Mamadee clap hands after practice and tell each other good job. I saw Mamadee step up and try to explain something to someone else. I saw Pauli really get his team together on the passing, I saw Jose, really get his team together too.

Mamadee had noted in his interview that at first he wasn't friends with the players on the team, but that he started to become friends with kids that he hadn't known before. During Mark's interview it was discovered that Jose and he had become friends outside of the program too. An excerpt from Mark's interview illustrated this connection:

Mark: I help Jose and stuff, but...

Researcher: How do you...What are some things you do to help him?

Mark: Like if he like has a problem, he'd just texts me and stuff.

Researcher: Oh so he texts you outside of practice? Okay. I don't know how much you guys actually talk outside...

Mark: I mean we talk a lot, but... Not a lot, lot, its all good.

This example depicted how the relationships made at soccer transcended the field. Some of the boys had been friends prior to the team, but others became friends as a result of the team. As previously noted, Coach Claire would vary her strategies for forming groups during practices to foster player interactions with teammates outside of their initial friend circle.

**Research Question Three: How does participation in a TPSR program designed to cultivate children’s basic needs lead to children’s intent to continue participation in soccer or other programs?**

The research on SDT has shown that children in an environment that supports their basic needs tend to enjoy the program and desire to continue to play (Merino-Barbero et al., 2020; Quested et al., 2013). The research also showed that sport was sometimes an exclusionary activity for refugee youth. The field notes and interviews suggested that participation in the NC Fusion Foundation program made players interested in playing soccer more.

**This Program Has Made Me Wanna Play Soccer More: Intent to Play**

Commitment to the team was initially assessed based on the attendance records for the season. There were very few absences during the eight winter training sessions with players attending an average of 7.2 sessions. The NC Fusion Foundation made access to the program possible because transportation was provided. However, players lived across the city and so sometimes players were in the car for 45-60 minutes each way just to attend a 75-minute training session. All the players provided Coach Claire with valid reasons for missing training (new baby, Driver’s education classes, Covid protocols). There was only one instance when Coach Claire explained that a player had chosen not to attend. During the debrief that session, Coach Claire laughed because Deo had translated for her why King had not attended. She said that Deo told her it was King’s “choice” not to attend and it was important he had a choice.

The understanding of the players’ intent to play in the future was based on Coach Claire’s informal survey of the players and the answers given during the five player interviews. Coach Claire explained in her final interview that to her knowledge all the players were returning for the spring season except those who were already scheduled to play on a competitive travel team

for the spring. Jose and Hank were newly rostered to a 4<sup>th</sup> level team in the NC Fusion soccer club. Adolpho and Pauli would return to their 3<sup>rd</sup> level teams where they had competed the previous spring. Coach Claire noted that Adolpho asked if he could still come to the recreation practices during the spring.

Mamadee was asked, “Has participation in this program made you more or less interested in playing soccer next season?” He replied, “This program has made me wanna play soccer more.” This was a theme that permeated each interview with the players. Multiple reasons were given by the players, but their relationship to Coach Claire, the sense of belonging to the team, and a desire to improve were the top three.

Mamadee explained that Coach Claire helped him to build his skills and believe in himself. He said, “The coach really does good on teaching us, telling us in terms of, if we would build on ourself, one day we will ever get on a better team. So we can depend on ourself. Yeah.” Mamadee thought the program was good and he expressed gratitude towards Coach Claire and the Freedom Foundation.

When asked what he would change about the program, Deo stated, “The days... We have practice on Monday but like daily, so it should be like three days a week.” He expressed an interest in having the program more days a week and longer sessions in the summer. Deo said that participation in this program made him more interested in playing soccer again next year. He explained:

Yeah, and because I actually made some new friends like Josh and... Yeah, I made some new friends and there are things that they're showing me, like their effort, their teamwork, their everything, it makes me wanna make more friends

and bring more people to the team, but I have a friend who wanna join the team but not yet (He was told new players would not be added til the spring session).

Deo perceived the team as a good experience and wanted his friend to join, so that he could have a good experience too. Deo's comments regarding the team also reinforced the importance of the relationships that were formed between the players on the team.

Mark and Pauli both felt that participation on the team had made them more interested in playing soccer next season. In Mark's interview he stated, "I don't know. I just felt like even though it gets hard, it really makes me feel like you shouldn't quit. I just feel like there's a good side of me, just trying to get better at it." Mark was a player who prior to the winter program Coach Claire had said was inconsistent in his effort. She actually thought that at first it was his sister making him attend the coaching sessions. However, during the winter program Mark was engaged in the activities and Coach Claire noted he took on more of a leadership role. During one practice, he even asked her thoughts about the possibility of him playing for a travel team the following year. Pauli was also asked what about Coach Claire's program made him want to play more next year. He replied, "Yeah, she's good. She makes a good coach." While he mentioned that he liked choosing to do activities, he struggled to give more detailed reasons. However, both Mark and Pauli said that playing on the outreach team had made them interested in trying out for another sport. Mark thought he would try-out for his school's football team and Pauli, who only wanted to play soccer at the start of the season, also mentioned that playing for the NC Fusion Foundation made him think about trying out for basketball the following year.

Ron also thought that playing with the team made him more interested in playing soccer in the future. He noted, "It made me more, actually, 'cause I feel like in the spring, it makes you

stronger.” When he was asked to clarify, he said, that the coach and NC Fusion Foundation made him feel supported. He explained:

I really like think NC Fusion, NC Fusion really actually helped me a lot through my life. And it's a good community. I don't know. Community is how you say it?... It's like a good place for people to come together. And NC Fusion, shows you the right way. It doesn't show you the bad way. It shows you, it helps you out when you need something. And that's what I like about NC Fusion...And NC Fusion, you just bring your culture out there. 'Cause there's some soccer communities, it's only white people, or let me say English.

Ron thought that it was important that the NC Fusion Foundation was a safe place for people with different cultures. He wished that there were more kids with different cultures there because he enjoyed playing with kids from different places and the Mexican players (Jose and Miguel) always helped him.

**Research Question Four: In what ways, if any, do participants believe the experiences in this TPSR based soccer program transfer to other contexts of their life?**

A key aspect of SBYD programs rests on the ability of the program to transfer the values that children learn in the program to other areas of their lives. The participants in this program had different levels of exposure to the TPSR model prior to joining the outreach team. In addition, the players’ understanding of English varied which caused Coach Claire to employ diverse strategies to effectively communicate ideas to the players. The field notes and interviews were used to determine what values players understood and how they perceived the program impacting their lives outside of it. The players were all able to provide examples of values from the program that they thought about or had applied in other contexts. The extent of their



application of the values of respect, effort and helping others varied, but demonstrated that a seed had been planted and players were attempting to draw connections.

### **Learn Something That You Can Use in Life: Transfer**

Coach Claire stated it was important for the players to develop an understanding of the TPSR levels as the basis for transfer. Once players understand the concepts she said, “(she) integrated the values into activities, so that the players practiced the application of the values during the session”. She further explained it was important for her to illustrate personal examples of the application of the values to contexts outside of the program and for the players to generate their own examples. This was her reasoning for sharing her own stories regarding the values or asking the players to share ideas about how they utilized what they learned at training to the contexts at home, school or community. She believed players needed to understand the TPSR values first, apply them in the program and then make connections to using them outside of the program. She explained in her final interview:

Another reflection on that is we talk about helping and leading others. And I specifically challenged the boys to meet someone new at school or sit with someone that's sitting alone. And then the next practice when they come back in during a relational time, I'm checking in with that goal. I'm seeing, 'Is transfer occurring? Are they actually taking this seriously and trying to do this off the field?' Or I'll ask, like, 'Hey, how can you be respectful at home? Give me one example when you come back.' And then I'll check back in on that goal and they'll tell me, 'Oh, I helped and cooked dinner for my mom,' or, 'I cleaned up my room without my mom asking,' or, 'Oh, I made sure not to fight with my brother this week instead.' And so, those types of elements, just the continuous...

Not only you reference them, but you see if they understand it by letting them reiterate it to you. And then finally, you check in to see what actions they're doing. Obviously, I'm not able to go and observe these places outside of the soccer program, so I just take their word for it. But you can see that their head is grasping the concept that we're asking of them, and they are able to at least explain examples that are occurring.

Her integration of transfer was observed throughout each session with specific attention made during the opening and closing discussion. She asked players to provide examples and really think about how they could apply what they were learning to other areas of their life.

The three major TPSR levels that Coach Claire addressed during the winter session were respect, effort, and helping/leading others. All the players interviewed demonstrated an understanding of the TPSR concepts or if unable to articulate an explanation were able to share an example they felt illustrated the concept. Furthermore, all the players perceived that they tried to use what they were learning in the winter coaching sessions to other areas of their life. Deo thought that the outreach team was “the best program ever.” He explained, “Honestly, because it give us some free time to talk and meet your friends. Not many people do that. And you also get to communicate and learn something that you can use in life.” Deo further explained that he tried to see things from other’s perspectives because this program. He stated, “Like when you see somebody eating alone try and go talk to them and they may be having a bad day, so try to cheer them up. So you may never know what's going on with their life until you ask.” The focus that Coach Claire had not just on helping others, but being respectful and empathetic seemed to resonate with the players.

Ron noted several things that participation in the program had taught him that he tried to apply to other contexts of his life. Respect was a topic that was addressed multiple times during the program. There were many aspects regarding respect, but part of respecting others was having self-control. Many of the boys came from homes where yelling or physical aggression were a means to resolving an issue or forcing someone to do something. Coach Claire was not loud or aggressive. She spoke to players regarding their behavior on the field and explained referees gave yellow or red cards to players who were loud, aggressive or retaliated when faced with opposition on the field. She reinforced the need for players to be able to find ways to control their anger. Ron took this lesson to heart and explained:

Yeah, control my... Like this one time, I was at home, 'cause I was playing my game, I was getting really, really mad at it. I almost threw my phone actually. But I don't know how it happened, just like disrespect. I just remember what they told me about respect, I was like, 'Respect everything you have.' I almost threw my phone in the... 'Cause I was really angry, but I just put it down and turned it off or stop playing for three hours and... Like, my phone is disturbing me.

Ron also shared a story about how he kept his composure when a teacher was upset with him at school. Despite wanting to "cuss her out" he held his tongue and waited to calm down. Ron said that he often tried to connect things during the program to practicing respect, effort and helping others outside of soccer. He said that he tried to practice helping others at school:

Yeah, at school, a lot of times at school, 'cause a lot of times like girls will be dropping stuff. Like this one time, I think I helped out 15 girls, 'cause they keep dropping stuff and I keep picking it up. Or like my friends were like... 'Cause

some of my classmates are very lazy. They'll finish to eat and you'll be like, like the stuff they finished eating, they put it back in the plate.

He explained that Coach Claire talked about the importance of taking care of the equipment and helping to keep the field space clean. Given that the players were always using donated fields, Coach Claire was adamant about making sure players helped share in the task of helping to clean up. Ron internalized this into also helping to keep his school clean. He also mentioned that he was constantly cleaning up after his baby sister even when his mom didn't ask him too.

Pauli, whose English was not as good as the other boys, struggled to articulate how he used the values in other parts of his life. Despite some difficulty, he said he thought about the stuff Coach Claire said while he was at school and talking with his teacher. Although he did not elaborate on his answer, he did say learning about values was important to him. Pauli stated, "Because they're (the values) making me to feel better...Like a grown person." He talked about being respectful when he was at training with his other coach and learning how to communicate with adults.

Mamadee, who was difficult during parts of the program also felt that what he was learning at soccer carried over to parts of his life. Over the course of the training program, Coach Claire had talked to him and Adolpho several times about their interactions with the younger players. She also had to talk to them about being respectful to her during discussions. She had told them that they could both be leaders because they were the older players, but the two of them partnering up usually led to distractions. The field notes noted that for the last three sessions Mamadee and Adolpho would talk during Relational Time, but no longer stood near each other during the Awareness Talk and didn't pair up for the warm-up activities. During her final interview she said:

But they took it upon themselves to recognize, 'Okay, when we're together, we get in trouble. Can we separate and no longer be partners in activities? And so, therefore, we can potentially become leaders when we're not together.' I think they have... They take on a more mentoring role when they're not together, 'cause then they have to be with other kids, and sometimes the kids are younger... Or most of the times the kids are younger. But the other thing is they showed that sign of respect to me, because when they're together, they tend to cause more trouble. Right? And so when they're apart, they are... They're just a little bit... They cause less problems. They really step up and try to help other kids. And I think kids respect them back.

The understanding of how to be respectful at training and the importance of the program also resonated with Mamadee. In his interview he noted:

Yeah, it's made me feel good in a certain type of way. Yeah. 'Cause before, I didn't know... I didn't know how to approach people. But right now, I know how to approach people. I know... I have respect for people. So like before, I didn't use to have respect for elders, yeah, but the program say like, you need to start having respect for elders, start respecting them, put more effort in soccer. I ain't know... I didn't know none of the soccer skills, but right now, I know a lot of soccer skills. And actually, this program have taught me a lot.

As previously noted, Mamadee had struggled in the Saturday Soccer program, but really became more respectful and more of a leader at the end of the winter training program.

Deo also talked about the impact of the program on his life and connected what Coach Claire taught him to other contexts. Deo commented:

She's always talking about, what's the difference between what you do here and what you do off the field. And then she ask you like, 'How can you show this on the field and off the field? How can you communicate on and off the field?' And she be talking about that a lot, but it be making sense still.

Deo discussed how over the past year his respect towards his father and his grades in school had declined. He talked about how Covid had caused him to miss a lot of school and that he was also losing some of his culture. With regards to respecting his dad he said, "I always did it but it kept growing weaker and weaker, so soccer helped me understand more and what's going on." He was trying to be more respectful and helpful at home for his dad. Over the semester break, Coach Claire told the boys that part of the requirement for staying on the team in the spring would be reporting their spring semester grades. Deo said, "This year I have way too many absence, too many bad grades, so when school start (this spring), I'm trying to put everything in the past and actually get my grades up." He was very adamant that he would prefer to bring up his grades than to miss soccer practice.

Mark also said that his grades in school had improved over the course of his time with the program. He had previously noted that playing on the team had changed his mindset and he enjoyed working hard. He talked about how he tried to put more effort into his homework. He shared a funny story about how participating on the team had impacted his views on respect. Mark explained:

It was (during) a big exam, the state exam. I had my water bottle, I had to go fill in water. So it was like, I had to go over to the front office, and then when I came back there was teachers talking in the hallway. So I saw them talking and I just

went around them, and one of the teachers saw it and was like you're not cutting through?

The researcher first thought this was an insignificant comment, but asked why he mentioned it, Mark said that normally he just didn't think about others like that. This was a simple gesture, but it was indicative that the program had started to make kids think about others.

## CHAPTER V: DISCUSSION, IMPLICATIONS & RECOMMENDATIONS

The TPSR model has been widely used by teachers and afterschool practitioners in a variety of settings. Over the past two decades, the research on the model worldwide has increased (Gordon, 2010; Pozo et al., 2019) Although there has still been little application of the model with refugee youth (Whitley and Gould, 2011; Bean et al., 2014), this demographic with their unique challenges and stressors could possibly benefit from TPSR-based programs. The focus on creating an emotionally and physically safe environment that builds trust with children and empowers them to be successful in all areas of their lives aligned with SDT. The current research supported TPSR as a model that was perceived to support children's needs for autonomy, competence, and relatedness. In addition, the players in the program indicated that they intended to play the following season and perceived themselves as transferring what they learned on the soccer field to other areas of their lives.

### **Discussion**

SDT proposes that individuals are active agents engaging in their environment. They will experience greater well-being and be more intrinsically motivated if the environment supports the fulfillment of a person's basic needs for autonomy, competence, and relatedness (Deci & Ryan, 2000). The current research study supported previous research that suggested the TPSR model is a viable framework to use in SBYD to support children's basic needs and intent to play (Bean et al., 2014). Furthermore, the current study demonstrated specific strategies that helped enhance the development of basic needs with refugees. The current study also supported the suggestion by Intrator and Siegel that the longer a program works with a child the greater potential there is for impact. Players in this program started to open up to the coach more over the course of the program and those players that were interviewed perceived they were trying to



apply the TPSR values in other areas of their lives. The current discussion will address the findings related to the four research questions relative to previous research.

### **Fidelity of Implementation**

Coach Claire came to the NC Fusion Foundation with experience as both a high-level player and coach. Her graduate studies reinforced her understanding of the TPSR model and her work with the NC Fusion Foundation supported her ability to implement the program effectively. More importantly, Coach Claire saw TPSR as a way of being and had a strong desire to work with children (Hellison, 2011). Her lesson plans depicted her understanding of the model and her effort to intentionally integrate TPSR levels into the Daily Format. The coach's debriefs were based on the reflection method that the NC Fusion Foundation uses to mentor its coaches. This reflection forced her to evaluate her teaching and inform the researcher what TPSR implementation strategies used. This process served to reinforce the utilization of these strategies.

### **Support for Self-Determination Theory**

The case study approach was used to examine a unique program that served refugee youth. The importance of creating a context that supports the development of a player's basic needs is critical to the cultivation of those needs (Deci & Ryan, 2000). The players in the NC Fusion Foundation program were refugees who had experienced trauma prior to arriving in the United States. Most of them also confirmed the various barriers children and their families experienced upon relocation (Forrest-Bank et al., 2019; Shakya, 2010). The difficulty learning English, securing safe housing, and transitioning to traditional schools were all encountered. Many of them were also living with parents or relatives who used harsh language or physical contact to get players to do what they were asked. However, the coach modeled respect and was

a positive caring role model for the boys (Petitpas et al. 2005). She not only treated them with respect but challenged them throughout the program to respect her and each other. The context she created laid the groundwork for players to feel empowered and learn skills in a nurturing environment.

### *Autonomy*

The utilization of the specific TPSR implementations strategies helped create an autonomously supportive environment. Coach Claire modeled respect, gave players an opportunity to lead, provided choices and voices and engaged players in assessment (Craig & Wright, 2011). These strategies aligned with those proposed by Mageau and Vallerand (2003) to support autonomy: provide choice, provide a rationale, ask for players input and feelings, allow for players to solve problems, provide feedback in a non-controlling manner and avoid controlling behaviors. Many of the boys mentioned the lack of autonomy in school or at home and this environment offered an opportunity to have more decision-making power. In Deo's interview, he exclaimed, "It was pretty exciting... Because you get to have a word in something."

Cowan et al. (2012) observed that choices could have a negative impact on players if they did not feel confident enough to lead or lacked the knowledge necessary to implement what was asked of them. The negative example from this study supported that assessment. When the players were asked to create their own possession activity, the groups struggled. Players did not understand what Coach Claire was asking and had not had enough experience with soccer to comprehend what they needed to do. This lack of understanding resulted in frustrated players and a lack of fun.

For many refugees, the language barrier limits their autonomy and ability to have a voice at school. Several researchers discussed that the label of ESL can be demoralizing and the inability to fully express their thoughts with teachers can cause additional conflicts (Fredericks & Warriner, 2016; Roxas, 2011). However, during this program Coach Claire employed various approaches to providing players with a voice. The use of the thumbometer, general questions, talking circles and even the opportunity to answer in Swahili early in the program all encouraged players to communicate. As previously mentioned, certain players became more comfortable speaking at practice or to their teammates towards the end of the program than at the start.

Bean et al. (2014) noted that program leaders could empower players by providing them with opportunities to lead in the sessions. Coach Kate providing players with the opportunities to choose activities, lead teams, and coach each other were all seen as positive experiences by the players. Pauli was the only player that said he preferred Coach Claire to choose activities. In his interview, he said, “No I’m not a coach yet.” He was also one of the two players that played for a competitive team and was accustomed to a more controlling style of coaching.

### ***Competence***

The players who were interviewed all believed that they were learning new soccer skills and more importantly believed that if they continued to work hard, they would improve. The TPSR strategies that help to develop competence are setting expectations, creating opportunities for success, and providing opportunities for leadership (Craig & Wright, 2011). These strategies support players’ skill-building through scaffolding and provide them with opportunities to demonstrate and teach others which helps develop competence.

Another aspect related to building competence was the positive mastery-oriented environment that Coach Claire created. In his interview, Ron explained that her focus on effort

and not outcome made him want to work more. In his interview he said, “If you've missed scoring a goal, (she says) nice try you'll get it next time, and she usually say that all the time”. This confirmed the discovery made by Conroy and Coatsworth (2009) that praising players effort was a strong predictor of competence.

The players also demonstrated varying levels of competence related to the TPSR values. The players that were interviewed were able to name the TPSR values or provide examples of those values in their lives. Over the course of the program, Coach Claire set expectations for respect, effort, and helping others. The examples from the findings related to transfer highlight the ways that players were able to apply the values in other contexts which demonstrates a level of competence.

### ***Relatedness***

The players on the NC Fusion Foundation were refugees who faced difficult experiences prior to joining the soccer team. For many the traumatic contexts they were used to living in were at odds with the approach the NC Fusion Foundation took to coaching soccer (Rial, 2021). At the beginning of the observations, the players suggested that Coach Claire needed to take a more controlling approach to influence those players who were not listening or misbehaving. However, Coach Claire continued to utilize the TPSR implementation strategies and maintain a positive, respectful tone with players.

The engagement of players during Relational Time and the Awareness Talk helped Coach Claire to learn about the players and show an interest in their lives and their thoughts (Bean et al., 2014; Whitley and Gould, 2011). Relationships with children take time to build and trust can be more difficult for some refugee youth to develop (Heptinsall et al. 2004). However, Olliff (2008) emphasized the important role a coach can have in helping refugee youth learn to

build trust and develop help-seeking behaviors. SDT postulated the importance of relatedness for the development of well-being, but in a practical situation, Rial et al. (2021) explained that the ability of refugee youth to build relationships with adults was critical in helping them navigate relocation barriers.

### **Intent to Play**

This research study confirmed previous research that programs that utilized TPSR can lead to increased enjoyment and intent to play (Li et al. 2008; Watson et al.,2003). Similarly, research on SDT has shown that when players' basic needs are nourished in an autonomously supportive environment, they will experience greater satisfaction and be less likely to quit playing (Bartholomew, 2011; Quested et al., 2013). The players in this program were 11-16 years old which is the age when youth sports sees the largest attrition. At an age when players are leaving sports for other opportunities or because they no longer enjoy playing, the NC Fusion Foundation program had players returning and wanting to bring other friends. Although all the players in the current NC Fusion Foundation program reported to the coach that they wanted to return for the next season, there are multiple factors outside of the program that could have led to those intentions. However, the choice to participate in the program rested solely on the players which suggests that the program did not thwart their well-being or intent to play.

### **Transfer of Learning**

Whitley and Gould (2011) explained that one of the challenges they faced working with refugees was the programmed responses given to questions calling for players to define an aspect of the TPSR model. Players simply repeated a definition that they had heard but did not engage any thought in the response. The researchers felt that their content and activities had become too repetitive and boring. The automatic rote response to defining a value has plagued practitioners

of TPSR. Coach Claire utilized several strategies that avoided this dilemma. During the Awareness Talk or Group Meeting/Reflection she would challenge players to not only give a definition of respect or effort, but also ask them to give an example of what it could be at training. The fact that each session ended with players giving a shoutout to another player forced players to examine what respect or effort actually looked like in the program. In addition, Coach Claire questioned players what respect or effort would like at home, at school or in the community. The various approaches to engage the players to define the value, recognize its application at the coaching session and then generate possible applications outside of the program aligned with the Good Shepherd approach to TOL (Gordon and Taylor, 2015).

Although players in this study mentioned several different ways that they perceived the transfer of program values to other contexts, there were no other sources to corroborate that evidence. However, the intentionality of Coach Claire to truly promote transfer throughout the program at least planted the seed from which players can continue to grow (Gordon and Doyle, 2015). Throughout the program Coach Claire challenged players to articulate the TPSR values related to respect, effort and, helping others. Players were asked to define the terms in their own words (Whitley and Gould, 2008) and also generate examples from soccer and other contexts. Furthermore, each session ended with the players to calling out someone who exemplified a specific value that day. These various efforts helped children understand the values and enabled them to begin to see the application to other contexts. At times Coach Claire challenged them to apply certain values at home and then report back the following week about it which aligned with Intrator and Siegel's (2014) method.

Over the course of the eight coaching sessions, subtle changes in players' behaviors were noticed. Each player that was interviewed shared certain stories related to their perception of

how they applied program values to other contexts. During the interview with Mark, he was asked for an example of how he has applied what he learned at the soccer program to other areas of his life. He expressed a clear sense of accomplishment when he explained that he did not walk through a group of teachers that were talking in the hall the other day. He believed that decision was the result of learning about respect at soccer. This seemed like a simple example, but it illustrated a seed had been planted. Petitpas et al. (2005, p.70) stated:

Therefore, the effectiveness of youth development programs is likely to be dependent on their ability to teach a broad range of social, planning, and problem-solving competencies over a time period of enough duration to allow participants to internalize these skills as their normal approach to life situations.

The scope of the current program was limited to the perceptions of the players and the observations over a two-month period. This short period of time coupled with the challenges associated with refugee youth highlight the need for additional longitudinal research.

### **Implications**

The research examined a unique soccer program that utilized the TPSR model with refugee youth. The goal was to explore how the model was implemented and how the players' experiences in the program pertained to the perceived support of their basic needs. The goals of the NC Fusion Foundation were to grow the game of soccer and cultivate the personal and social responsibility of its players to support their success on and off the field. This section is divided into two parts that address program implications and methodological.

#### **Program Implications**

For the past two years, the NC Fusion Foundation worked with a local university that helped to provide coaches for programs. This partnership enabled the NC Fusion Foundation to

secure motivated coaches who espoused the values of TPSR. In exchange, the coaches were given opportunities to expand their practical application of theoretical knowledge. The creation of SBYD programs like Project Coach (Intrator & Siegel, 2014) and Project Effort (Hellison, 2011) highlight the valuable connections that can exist when universities extend beyond their borders to support communities. Formalized partnerships like this are mutually beneficial for community organizations and universities. SBYD programs are provided with essential staff and universities are given opportunities for students to engage in community-based research.

Coach Claire had a coaching and teaching background prior to volunteering with the NC Fusion Foundation. She was able to expand her practical application of the TPSR model through the brief coach's training provided by the NC Fusion Foundation and her experiences working with the program director. The use of the TPSR Implementation Checklist during the observations coupled with the post-session coach's debrief provided significant data to determine implementation fidelity. However, the checklist and debrief could serve as valuable tools when training future coaches. The feedback from the checklist would delineate which strategies were used and in what ways. The debrief would then elicit further discussion and feedback on the implementation which could support coach development.

As previously discussed, choices and leadership opportunities are important strategies for developing autonomy and competence. However, a lack of confidence and lack of knowledge can turn these opportunities into negative experiences for players (Cowan et al. 2012). These experiences highlight the importance of scaffolding the information and experiences needed to support choice or leadership opportunities. A strategy to support leadership entails talking to players during Relational Time to see if they understand what they are being asked to do and are comfortable leading. During this time, the coach could also ask the player to demonstrate any



skills they will need to perform in front of others to check for understanding. This preparation sets up the player for success.

A negative example of choice during the winter program was discussed in the previous chapter. The players were asked to create a possession game and play on their own. Possession games are keep-away games where a certain number of players try to pass a ball and keep it away from a certain number of defenders. There are multiple ways to play these games: adjusting the number of players defending, the number of passes for a point, the length of time a player defends, the space, etc. Coach Claire stated that to avoid confusion she should have provided a better explanation of the activity at the start and selected experienced players to lead each group. Although this would have helped, it is important for coaches to prepare players to make choices. For players that are learning English, the opportunity to choose an activity could be overwhelming for several reasons. A refugee player may not understand the explanation the coach gave. If they did comprehend the explanation but are new to soccer, they might not have the knowledge to create a possession game. Furthermore, a player who lacks confidence in help-seeking behaviors might be afraid to ask for additional support. Despite the best intentions of a coach to encourage autonomy, the opportunity to choose could be deleterious.

To avoid these situations, it is important for coaches to support a player's competence in an area before challenging them with creating an activity. The coach should introduce and carefully explain possession games so that players understand the concept. Participation in possession games over time could build understanding and confidence. Once the concept is introduced a coach can offer simple forms of choice to start. Gilbert (2017) recommended coaches wishing to introduce choice should suggest two or more activities and let players choose from those choices. The pressure for players to create activities is alleviated but a small level of

autonomy is established. Ettl Rodríguez, and Kandel-Cisco (2021) proposed that coaches working with ALEs should print diagrams with the activities. This visual aid provided a clear image of the activity design and visual explanations. Once players were comfortable with certain activities and understood their purpose, coaches could introduce the option of creating their own activity.

### **Methodological Implications**

Whitley et al. (2016) examined an outreach program for refugee youth and recommended that observations were needed in future research. The current study incorporated observations and post-observation debriefs in conjunction with player and coach interviews. The multiple forms of data collection provided a rich understanding of the environment and supported the reliability of the research. The combination of interview and observation allowed the researcher to witness participants' experiences in the program and then utilize that information during interviews so that participants could clarify their feelings and opinions (Fontana & Frey, 2000). The immersion of the researcher at programs also allowed the researcher to build rapport with the players and coach which helped in the facilitation of the interviews. For example, Mamadee and Adolpho had been observed in early sessions acting disrespectful towards Coach Claire and having negative interactions with other players. During the last three sessions, the researcher noted that the two boys interacted during Relational Time, but then separated during the Awareness Talk and no longer paired with each other during the partner activities. Instead of speculating why the behavior had changed the researcher was able to discuss this in the final interview.

Research with refugee populations poses a variety of challenges (Francis Cain & Trussell, 2016). The observations and interviews with players provided rich examples that

described the experiences in the program. However, the researcher observed that some of the refugee players were very good at disguising their lack of English comprehension. During the observations, Pauli did not speak a lot but was observed talking with Coach Claire and even other players in English. During the interview, he was able to give short responses to the questions, but certain questions were more difficult for him to answer than the researcher anticipated. Based on observations during the pilot study, the researcher decided not to use a focus group for the final study. Players were observed during the talking circle in early sessions, and it was observed that some players tended to repeat the answer provided by the person before them. There was a lack of comfort or confidence speaking to the group. Over the course of the winter observations, these circles proved more engaging and made the researcher second guess the decision to not include a focus group in the study. It was speculated that focus groups with players who were friends would provide a richer overall response. The players would be more comfortable speaking around each other, and the interviewer could leverage the support of the more engaged participants in eliciting answers from the others. The other potential option was to include a trusted community member in the interviews. This person could help to translate questions and answers as needed. The use of an outside translator could negatively impact the player's comfort level, but a trusted former player or community member could facilitate more engagement. Additional creative ways for collecting the thoughts and feelings of refugee youth are needed.

### **Recommendations for Future Research**

Although the TPSR-based outreach soccer team was unique, programming for refugee and immigrant youth is growing in the US. This program could serve as a template for future programs that are looking to serve this population. The utilization of the TPSR model created a

structured, positive, mastery-oriented environment that supported players' basic needs and left them interested in playing more in the future. Coach Claire was able to implement the model with high fidelity due to her educational background, intentional planning, desire to fully utilize the strategies and her previous training with the model. After each session, the coach's debrief forced her to reflect on the coaching session and her success and challenges implementing the model. Although there has been research on training physical educators and teachers to utilize the TPSR model and autonomy supportive coaching, additional research regarding the training and implementation of TPSR in a team environment with this population should be conducted.

This research expanded on the work of Whitley et al. (2016) by incorporating observation and player interviews into the qualitative study. A limitation of this study was the lack of input from parents and teachers regarding the transfer of learning from the field to home, school, and community contexts. Creating a study that included observations and interviews with multiple sources could lead to a greater understanding of the program's impact on transfer. In addition, looking at the long-term impact of programming on the participants in the various external contexts is essential. Given the tremendous barriers refugees face in the community and at school, a more in-depth look at those contexts could be valuable to understanding program impact.

As previously stated, the appeal of SDT as a lens through which to examine the SBYD program rests on the belief that the cultivation of intrinsic motivation could lead to more extended engagement in programs and ultimately a more significant impact on participants. Coakley (2016) stated, "To say that positive personal attributes have been created or that changes have occurred in connection with a sport-focused development program is naive until

longitudinal research tells us otherwise” (p.29). Research to examine the impact of long-term participation in the program is recommended.

A guiding principle for the NC Fusion Foundation is that they would like to stay engaged with players from elementary to high school and beyond. The foundation offers a variety of programs for players to stay involved as they transition from middle school to high school. Players from the current outreach team will have opportunities to pursue playing for a competitive team, training to become a referee, or learning how to become a coach and youth leader. At the same time, some players may decide to remain on the outreach team and participate in Saturday Soccer over the summer. An area for future research could examine players who have transitioned to other opportunities and how participation in a TPSR program prepared them for the challenges associated with competitive sports, refereeing, or coaching.

Trusting relationships with players emerge over time (Petitpas et al.,2005) and can be especially hard to develop with refugee youth when there may be a language barrier. The players in this program had varying lengths of participation with the NC Fusion Foundation and the coach. Furthermore, some lived in the US less than others and were less accustomed to the language and culture. A pattern that seemed to emerge towards the end of the study was an increase in the interactions between some of the newer players and their teammates and coach. The field notes indicated that some players asked more clarifying questions to Coach Claire after directions were given. Coach-player interactions were not a specific part of the field notes and were not explicitly recorded. However, it seemed that players were more comfortable asking for help and asking general questions. Potential for future research could specifically examine how trust-building within a program leads to comfort with help-seeking behaviors outside of the program (Olliff, 2008).

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APPENDIX A: NC FUSION PILLARS

**FUSION FOUNDATION**  
**FIVE PILLARS**

**PILLAR 1**

RESPECT: YOURSELF, TEAMMATES & TEACHERS

- SELF-CONTROL
- COOPERATION
- PEACEFUL CONFLICT RESOLUTION

**PILLAR 2**

EFFORT: IN ALL THAT YOU DO

- STAY FOCUSED
- TRY YOUR BEST
- BE OPEN TO NEW IDEAS AND ACTIVITIES

**PILLAR 3**

SELF-DIRECTION: SET PERSONAL GOALS & WORK TO ACHIEVE THEM

- ABILITY TO WORK ON YOUR OWN
- IDENTIFY PERSONAL AREAS FOR DEVELOPMENT
- CREATE GOALS FOR SUCCESS IN THE SESSION AND BEYOND

**PILLAR 4**

HELPING AND LEADING OTHERS: SEEING OUTSIDE OF YOURSELF

- CONCERN FOR GROUP WELFARE
- SENSITIVITY AND RESPONSIVENESS TO OTHERS
- SERVANT LEADERSHIP

**PILLAR 5**

POSITIVE OFF THE PITCH: APPLY WHAT IS LEARNED IN SOCCER TO WHAT YOU DO IN SCHOOL, AT HOME AND IN YOUR COMMUNITY

- AS A STUDENT
- AS A FAMILY MEMBER
- AS A CITIZEN

## APPENDIX B: SITE PERMISSION



NC Triad Fusion, Inc  
428 Twins Way  
Bermuda Run, NC 27006  
[www.ncfusion.org](http://www.ncfusion.org)

To Whom It May Concern:

Sari Rose has permission from NC Triad Fusion Inc. to conduct research with teams participating in our recreation program. She may observe and contact coaches, parents and players as needed for those teams connected with programs at Presbyterian Church of the Cross in Greensboro, NC. If there are any questions, please feel free to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read 'Scott Wollaston', with a long horizontal flourish extending to the right.

Scott Wollaston  
Executive Director  
NC Triad Fusion Inc.  
[Swollaston@ncfusion.org](mailto:Swollaston@ncfusion.org)  
336-209-7479

## APPENDIX C: COACH RECRUITMENT LETTER

Dear Coach,

I hope that you are doing well. My name is Sari Rose and I am Ph.D. candidate at the University of North Carolina Greensboro. I have received consent from NC Fusion Triad Inc to observe a team and coach as part of my dissertation. I am interested in observing someone who uses the Teaching Personal and Social Responsibility model as the framework for their practice sessions. In addition, I would like to interview several of your players after the last observation to learn more about their experiences in the program. Below is a list of what is included in my research. Please know that you can withdraw from participation at any time without any penalty.

The research will include the following items:

- allowing me time prior to a practice to discuss my research with your players and their parents
- allowing me time to collect consent and assent forms prior to the start of a practice session
- observing your practice sessions during the summer months
- having you complete a small informal debrief/interview following observed sessions
- making your coach's notebook/attendance records available for my review
- completing a 20-30 final interview after the final observation
- allowing me time before, after or during practice to interview several players

If you have any questions, please feel free to contact me.

Sari Rose  
[Srrose2@uncg.edu](mailto:Srrose2@uncg.edu)  
704-574-4374

## APPENDIX D: COACH CONSENT

### UNIVERSITY OF NORTH CAROLINA AT GREENSBORO CONSENT TO ACT AS A HUMAN PARTICIPANT

Project Title: Examining a Teaching Personal and Social Responsibility Soccer Program Through the Lens of Self-Determination Theory

Principal Investigator and Faculty Advisor: Sari Rose and Tom Martinek

Participant's Name: \_\_\_\_\_

#### **What are some general things you should know about research studies?**

You are being asked to take part in a research study. Your participation in the study is voluntary. You may choose not to join, or you may withdraw your consent to be in the study, for any reason, without penalty.

Research studies are designed to obtain new knowledge. This new information may help people in the future. There may not be any direct benefit to you for being in the research study. There also may be risks to being in research studies. If you choose not to be in the study or leave the study before it is done, it will not affect your relationship with the researcher or the University of North Carolina at Greensboro.

Details about this study are discussed in this consent form. It is important that you understand this information so that you can make an informed choice about being in this research study.

You will be given a copy of this consent form. If you have any questions about this study at any time, you should ask the researchers named in this consent form. Their contact information is below.

#### **What is the study about?**

This is a research project. Your participation in this project is voluntary. The researcher is looking to examine a soccer program that uses the Teaching Personal and Social Responsibility (TPSR) model with The purpose of this study is to take an in depth look at the players' experiences during their season. Using Self-Determination Theory as the theoretical framework the research will examine children's perceptions of the impact of the program on their basic psychological needs: autonomy competence and relatedness. The goal is to understand the children's experiences in the program and how the children relate the experiences in the program to other contexts in their life.

#### **Why are you asking me?**

We are asking coaches who use the Teaching Personal and Social Responsibility model with their teams to participate in this research study.

#### **What will you ask me to do if I agree to be in the study?**

Coaches who participate in this study will be asked to allow a researcher to observe 75 percent of their training sessions and games. Following the observed sessions, the researcher will conduct a short, 10-minute, informal interview that will act as a debrief of the session. This debrief will

consist of questions related to what activities worked and which players did well or struggled with activities. The researcher will also conduct a post season interview with the coach. This interview will take 30-45 maximum and be recorded for accuracy purposes. The interview will ask for the coach's experience using the Teaching Personal and Social Responsibility model and experiences leading the program. The researcher will also ask the coach to share their coaching journal and attendance reports for the season. The researcher is interested in how many sessions players attended and the activities the coach planned for each session.

**Is there any audio/video recording?**

The interviews after each session and the final interview will be recorded using an audio recorder. Because your voice will be potentially identifiable by anyone who hears the recording, your confidentiality for things you say on the recording cannot be guaranteed although the researcher will try to limit access to the recording as described below.

**What are the risks to me?**

The Institutional Review Board at the University of North Carolina at Greensboro has determined that participation in this study poses minimal risk to participants. You may feel uncomfortable being audio-taped and have the right to opt out of this at any time.

If you have questions, want more information or have suggestions, please contact Sari Rose at 704-574-4374 [srose2@uncg.edu](mailto:srose2@uncg.edu) AND Tom Martinek 336-334-3034 [tjmartin@uncg.edu](mailto:tjmartin@uncg.edu)

If you have any concerns about your rights, how you are being treated, concerns or complaints about this project or benefits or risks associated with being in this study please contact the Office of Research Integrity at UNCG toll-free at (855)-251-2351.

**Are there any benefits to society as a result of me taking part in this research?**

This study could provide information that may benefit the future development of soccer programs that serve diverse participants.

**Are there any benefits to me for taking part in this research study?**

You may benefit from the reflection that occurs as part of your end of session informal interviews.

**Will I get paid for being in the study? Will it cost me anything?**

There are no costs to you for participating in this study and you will not receive compensation for your participation.

**How will you keep my information confidential?**

All data collected will be stored in a locked cabinet in the researcher's office and on the password protected cloud storage system at UNCG. Researchers will share digital files using the password protected and secure university cloud storage system. Coaches will be given pseudonyms for use in this research. The master list for these pseudonyms will be kept in a separate file than the collected data. All information obtained in this study is strictly confidential unless disclosure is required by law.

**Will my de-identified data be used in future studies?**

Your data will be destroyed after 5 years following the conclusion of the study. Your de-identified data will not be stored and will not be used in future research projects.

**What if I want to leave the study?**

You have the right to refuse to participate or to withdraw at any time, without penalty. If you do withdraw, it will not affect you in any way. If you choose to withdraw, you may request that any of your data, which has been collected be destroyed unless it is in a de-identifiable state. The investigators also have the right to stop your participation at any time. This could be because you have had an unexpected reaction, or have failed to follow instructions, or because the entire study has been stopped.

**What about new information/changes in the study?**

“If significant new information relating to the study becomes available which may relate to your willingness to continue to participate, this information will be provided to you.”

**Voluntary Consent by Participant:**

By signing this consent form you are agreeing that you read, or it has been read to you, and you fully understand the contents of this document and are openly willing consent to take part in this study. All of your questions concerning this study have been answered. By signing this form, you are agreeing that you are 18 years of age or older and are agreeing to participate, in this study described to you by Sari Rose.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## APPENDIX E: PLAYER RECRUITMENT

### Script for Player Recruit

Hi! My name is Sari Rose. I am a student at the University of North Carolina Greensboro. Your soccer club gave me permission to come and speak with you. I am trying to learn more about your experiences on your soccer team. I am going to watch some of your soccer training sessions and games. At the end of your program, I would like to speak with some of you before or after practice one day. I will give you a form for you parents to sign that explains the research and what you will be asked to do. Once they complete that form, you will also get a form to sign that explains everything too. You do not have to participate in the interview. You can still play on this team even if you do not participate. Thank you.

## APPENDIX F: PLAYER ASSENT

**Study Title:** Examining a Teaching Personal and Social Responsibility Soccer Program Through the Lens of Self-Determination Theory  
My name is Sari Rose.

**What is this about?**

I would like to talk to you about your soccer team. I want to learn about some of the things you do with your team and how playing for this team makes you feel. I also would like to know if you use any of the things you learn at practice in other areas of your life.

**Did my parents say it was ok?**

Your parent(s) said it was ok for you to be in this study and have signed a form like this one.

**Why me?**

We would like you to take part because your coach is using a certain model of coaching that we would like to learn more about.

**What if I want to stop?**

You do not have to say “yes”, if you do not want to take part. We will not punish you if you say “no”. Even if you say “yes” now and change your mind after you start doing this study, you can stop and no one will be mad at you.

**What will I have to do?**

A researcher will present at your practices/games to observe the sessions You will complete a 30 minute interview at the end of your soccer season before or after one of your soccer practices.

**Will anything bad happen to me?**

There are no risks for you outside of your normal soccer sessions.

**Will anything good happen to me?**

This study could provide information that may benefit the future development of soccer programs in the community.

**Do I get anything for being in this study?**

You will not receive anything extra for your participation in the study.

**What if I have questions?**

You are free to ask questions at any time.

If you understand this study and want to be in it, please write your name below.

\_\_\_\_\_  
Signature of child

\_\_\_\_\_  
Date



## APPENDIX G: PARENT CONSENT

### UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

Dear Parent or Parental Guardian,

This letter has been sent home with your child from Sari Rose, a PhD student at University of North Carolina at Greensboro, studying Kinesiology, Community Youth and Sport Development. The coach and organization affiliated with your child's sports team has approved for Sari to conduct a study with this soccer team. Additionally, the University of North Carolina at Greensboro has also approved of this study and its ethical and responsible research practices.

Sari is intending to conduct a pilot study for her dissertation about soccer players' experiences in the NC Fusion Foundation program. This study specifically will focus on your child's thoughts and feelings about his experiences and his coaches. The reason for this study is that it is important to have research from children with diverse backgrounds. Sari would like to investigate your child's sport experience and how that experience may connect to other areas of their life and their intent to continue to play soccer. The study will consist of your child being observed at the soccer practices and then participating in a 30 minute interview at the end of the season. This research project is completely voluntary. Attached is a consent form for parents and guardians that explains more about the study.

## UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

Project Title: Examining a Teaching Personal and Social Responsibility Soccer Program Through the Lens of Self-Determination Theory

Principal Investigator and Faculty Advisor: Sari Rose, Kinesiology PhD student of University of North Carolina at UNCG. Thomas Martinek, Professor, UNCG.

Participant's Name: \_\_\_\_\_

### **What are some general things you should know about research studies?**

Your child is being asked to take part in a research study. Your child's participation in the study is voluntary. You may choose for your child not to join, or you may withdraw your consent for him to be in the study, for any reason, without penalty.

Research studies are designed to obtain new knowledge. This new information may help people in the future. There may not be any direct benefit to your child for being in the research study. There also may be risks to being in research studies. If you choose for your child not to be in the study or you choose for your child to leave the study before it is done, it will not affect your relationship or your child's relationship with the researcher or the University of North Carolina at Greensboro. Your child may still participate in the soccer program with NC Fusion.

Details about this study are discussed in this consent form. It is important that you understand this information so that you can make an informed choice about your child being in this research study.

You will be given a copy of this consent form. If you have any *questions* about this study at any time, you should ask the researchers named in this consent form. Their contact information is below.

### **What is the study about?**

This is a research project. Your participation in this project is voluntary. The researcher is looking to examine a soccer program that uses the Teaching Personal and Social Responsibility (TPSR) model. This is a model used in sport and physical activity programs. The purpose of this study is to take an in depth look at the players' experiences during their season. The research will examine children's perceptions of the impact of the program on their basic psychological needs: autonomy competence and relatedness. The goal is to understand the children's experiences in the program and how the children relate the experiences in the program to other contexts in their life.

### **Why are you asking my child?**

The reason for selecting your child to be part of this study is that your child is a participating in a soccer program for children 11-14 that uses the Teaching Personal and Social Responsibility model. Your child's soccer club has approved of this study to be conducted, and the University of North Carolina at Greensboro has also approved of this study.

### **What will you ask my child to do if I agree to let him or her be in the study?**

In this study your child will be observed by the researcher at some of their practices and games. Your child will also be asked to participate in an interview with Sari Rose, the principal investigator. The questions will include basic demographic information and ask your child to reflect on their experiences during the season. The interview will take approximately 30 minutes. The interview will not collect sensitive material or any personal identifiers. All names will be changed so your child will remain confidential. There will be no follow-up to this study unless the coach requests for data results in order to

improve his or her coaching techniques. The observations and interview are of minimal risk. If you child chooses to withdraw from the study at any time he may do and still be included in the soccer program.

**Is there any audio/video recording of my child?**

Your child's voice will be recorded during the interview. However, the only person hearing your child's voice will be the principal investigator, who is conducting the study and transcribing the audiotape. Because your child's voice will be potentially identifiable by anyone who hears the tape, confidentiality for things said on the tape cannot be guaranteed although the researcher will try to limit access to the tape as described below.

**What are the dangers to my child?**

As indicated above the only risk associated with this study is that your child's voice may be heard via voice recorder. However, the principal investigator will be the only one accessing the audiotape. The audiotape will be stored on a private locked computer, and audio files will be deleted once transcribed. The Institutional Review Board at the University of North Carolina at Greensboro has determined that participation in this study poses minimal risk to participants.

If you have questions, want more information or have suggestions, please contact Sari Rose at 704-5574-4374 or via email at [srose@uncg.edu](mailto:srose@uncg.edu). Additionally you may contact the faculty advisor Thomas Martinek at [tjmartin@uncg.edu](mailto:tjmartin@uncg.edu).

If you have any concerns about your rights, how you are being treated, concerns or complaints about this project or benefits or risks associated with being in this study please contact the Office of Research Integrity at UNCG toll-free at (855)-251-2351.

**Are there any benefits to society as a result of my child taking part in this research?**

Yes, if your child is to participate in this study he may educate us (researchers and practitioners) on what youth want to experience in their sport settings.

**Are there any benefits to *my child* as a result of participation in this research study?**

There are no direct benefits to participants in this study.

**Will my child get paid for being in the study? Will it cost me anything for my kid to be in this study?**

There are no costs to you or payments to you or your child as a result of participation in this study.

**How will my child's information be kept confidential?**

The coach will help the researcher create a code list of pseudonyms for all child participants in the study. This will be locked in a cabinet and not shared with anyone. Recording devices will be stored in a locked cabinet in the researcher's office and audio files will be kept on the password protected cloud storage system at UNCG. Researchers will share digital files using the password protected and secure university cloud storage system. The master list for these pseudonyms will be kept in a separate file than the collected data. All information obtained in this study is strictly confidential unless disclosure is required by law.

**Will my child's de-identified data be used in future studies?**

Your child's data will not be used after completion of dissertation (September 2021). Your child's de-identified data will be stored for 5 years following the study's closure per UNCG's policy. Once the 5 years are up the data will be destroyed. De-identified means your child's name will not be recorded or

kept on file, your child's sports team and location will also not be recorded or kept on file, you child will receive a pseudonym and any potential personal identifiers will not be included in the research's data or dissemination of data.

**What if my child wants to leave the study or I want him/her to leave the study?**

You have the right to refuse to allow your child to participate or to withdraw him at any time, without penalty. If your child does withdraw, it will not affect you or your child in any way. If you or your child chooses to withdraw, you may request that any data, which has been collected, be destroyed unless it is in a de-identifiable state. The investigators also have the right to stop your child's participation at any time. This could be because your child has had an unexpected reaction, has failed to follow instructions, or because the entire study has been stopped.

**What about new information/changes in the study?**

If significant new information relating to the study becomes available which may relate to your willingness allow your child to continue to participate, this information will be provided to you.

**Voluntary Consent by Participant:**

By signing this consent form, you are agreeing that you have read it or it has been read to you, you fully understand the contents of this document and consent to your child taking part in this study. All of your questions concerning this study have been answered. By signing this form, you are agreeing that you are the legal parent or guardian of the child who wishes to participate in this study described to you by Sari Rose.

\_\_\_\_\_ Date: \_\_\_\_\_  
Participant's Parent/Legal Guardian's Signature

## APPENDIX H: SAMPLE TPSR SESSION

TPSR Goal: Effort

Soccer Goal: Movement off the ball

Relational Time:

- Ask about thanksgiving week
- What's your favorite food?
- Ask Deo about his new debit card?- see if other boys have cash app?

Awareness Talk:

- Who is your favorite sidekick?
- Think about how in movies not everyone is the main role. Sometimes in sports, movies, and life people support others to make them great.
- How can we put effort into supporting our friends/family/community to help them succeed?
- In soccer, there is only one ball and 11 players on a team. Not everyone is always going to have the ball. But we have to support the player who does to make them look good and help them succeed.

Practice Time:

- Warm up: "Head, shoulders, knee, toes, cone": two players one cone. The point of the game is to be ready to grab the cone when I say "Go!"
  - Best of 3, play different people
- Pass and move: 5 players, 7 cones. Players pass around the cone and after each pass they have to move to a different open cone. Start to emphasize being on your toes ready to receive the ball and movement after you play the ball
- 3 team game: possession where one team starts in the middle. 10 passes equal a goal. (Might have to separate into 2 games if boys aren't moving)
- Play 8v8: If someone plays a ball and doesn't move after, have to do 5 push-ups. 10 passes equal a goal.
  - Players can choose how big they want the field to be, pass in/throw in, etc.

Closing Meeting/Reflection

- Two-clap shout out: who worked hard today?
- How can we show effort off the field, especially in something we may not be the best at.
- Sometimes in life we aren't always going to have the ball, but we always have to work hard so when the ball does come, we are ready.
- Can't be caught "flat-footed"

## APPENDIX I: COACH DEBRIEF

### Coach's Debrief:

Intro: Thank you so much for letting me observe your session today. I would like to talk to your about your thoughts on it. If at any point, you want to stop please just let me know. You can also choose to skip any questions that you want. Please just answer the questions the best that you can.

1. What were your soccer learning goals for today?
  - a. In what ways, do you think the players achieved those goals?
2. What were your TPSR goals for today?
  - a. How did you integrate those goals into the session?
  - b. In what ways, do you think the players achieved those goals?
3. What TPSR teaching strategies did you try to incorporate today?
4. What were some of the highlights of today's session?
5. What might you do differently next time?
6. Is there anything else you would like to add?

Thank you so much for your time.

APPENDIX J: TPSR IMPLEMENTATION CHECKLIST

**TPSR Implementation Checklist**

Coach \_\_\_\_\_

Date \_\_\_\_\_

Session \_\_\_\_\_

Observer \_\_\_\_\_

*Which of the Levels (goals) was directly addressed in this lesson? (mark all that apply)*

- \_\_\_\_\_ Level One (respect)
- \_\_\_\_\_ Level Two (effort)
- \_\_\_\_\_ Level Three (self-direction)
- \_\_\_\_\_ Level Four (helping/leading others)
- \_\_\_\_\_ Level Five (transfer)

*Which components of the Lesson Format were used in this lesson? (mark all that apply)*

- \_\_\_\_\_ Relational time
- \_\_\_\_\_ Awareness talk
- \_\_\_\_\_ Physical activity with responsibility
- \_\_\_\_\_ Group meeting
- \_\_\_\_\_ Reflection time

*Which of these Teaching Strategies was used in this lesson? (mark all that apply)*

- \_\_\_\_\_ Modeling respect
- \_\_\_\_\_ Setting expectations
- \_\_\_\_\_ Providing opportunities for success
- \_\_\_\_\_ Fostering social interaction
- \_\_\_\_\_ Assigning management tasks
- \_\_\_\_\_ Promoting leadership
- \_\_\_\_\_ Giving choices and voices
- \_\_\_\_\_ Involving students in assessment
- \_\_\_\_\_ Addressing transfer of life skills

*Which of these Student Behaviors could be seen in this lesson? (mark all that apply)*

- \_\_\_\_\_ Participating
- \_\_\_\_\_ Engaging
- \_\_\_\_\_ Showing Respect
- \_\_\_\_\_ Cooperating
- \_\_\_\_\_ Encouraging others
- \_\_\_\_\_ Helping others
- \_\_\_\_\_ Leading
- \_\_\_\_\_ Expressing voice
- \_\_\_\_\_ Asking for help

Additional Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## APPENDIX K: INTERVIEW QUESTIONS FOR PLAYERS

Intro: Thank you so much for agreeing to answer these questions about your experiences in the soccer program. If at any point, you want to stop please just let me know. You can also choose to skip any questions that you want. Please just answer the questions the best that you can.

Background:

1. What is your age?

2. Where were you born?

(Based on answers to 2)

How old were you when you came to the United States?

What can you tell me about your experiences coming to the United States?

What languages do you speak?

How would you describe your first years in school in the US? (Did you attend Newcomer School?)

What are some of challenges that you feel you and your family have faced living in the United States?

3. How did you get involved with NC Fusion? (What other programs have you participated in that NC Fusion runs...Saturday Soccer)

4. How would you describe this team/program to a friend who was interested in learning about it?

Autonomy

5. Why have you chosen to play soccer with this team?

6. Do you feel that the coach gives you chances at training to choose what you want to do? What kinds of choices does the coach let you make?

7. Does your coach give you chances to express your opinions or ideas? How does it make you feel to be able to express your opinions?

8. Are there other activities or sports that you play outside of this team? Did you choose to play them or did someone else sign you up for it?

9. Do the leaders/coaches in the other activities you do provide you chances to express your opinions? If yes, in what ways?

Competence

10. What soccer skills do you feel good about?

11. Do you feel that you are learning new skills? If yes, how does it make you feel?



12. Does your coach help you to feel good about your skills and playing? If so what are things she does to help you?
13. Do your teammates make you feel good or bad about your skills in soccer? What are some things they do or say to help you feel good?
14. What are some challenges that you have with soccer?
15. How do you respond to those challenges? How does your coach help you with those challenges?
16. In what ways do you think you help your team (on the field or off)?

#### Relatedness

17. Please describe your relationship with your teammates? Do you consider them your friends? Why do you consider them your friends?
18. Please describe your relationship with your coach? Can you give examples of how she treats you?
19. What are things that your coach does to help players feel connected to the team?
20. If you play on other teams, how does your relationship with players on this team compare to your other team?
21. Does that coach do any activities or things that help to make you connect with your teammates? If yes, what things does your coach do?

Transfer: Note: Have players identify values, their use at soccer and their application in other contexts

22. During the program your coach teaches you about soccer, but she also talks about other values. Can you tell me what are some of those values are that she talks about?

Based on what values they give use probing questions to ask about Effort, Respect, Leading Others

23. In your own words, what does the word effort mean to you? Can you give examples from this program?
24. How would you describe respect? What are ways that you show respect at practice?
25. On the soccer field, what are ways that you can help others?
26. How would you explain leadership to someone?
27. In what ways do you get to lead others at practice?

28. Do you think these values are necessary to your lives outside of soccer? If yes, in what ways do you use these values? If no, why not?

Based on the answer to 28, ask for specific examples of things they have learned at soccer that they use at school or at home?

29. Can you give me an example of what you learned at soccer that you use to help you at school?

30. Can you give me an example of what you learned at soccer that you try to apply at home?

Intent to Play

31. Has playing on this team made you feel like you could do other activities too. If yes, in what ways has this team helped you feel that way? If not, can you explain why not?

32. What is something that you like most about the program? What is something that you would change?

33. Has participation in this program made you more or less interested in playing soccer next season? Can you explain why?

34. Is there anything else you would like to share about this program?

Thank you so much for your time! I really appreciate your help with this project.

## APPENDIX L: INTERVIEW QUESTIONS FOR COACH

Intro: Thank you so much for agreeing to answer these questions about your experiences in the soccer program. If, at any point, you want to stop, please just let me know. You can also choose to skip any questions that you want. Please just answer the questions the best that you can.

Background:

1. What is your educational background?
2. Please tell me what experience you have as a soccer coach?
3. What experience do you have using the Teaching Personal and Social Responsibility (TPSR) model?
  - a. What type of training have you had?
  - b. How confident are you using the daily format? Explain.
  - c. How secure are you in implementing the teaching strategies? Explain.
4. In your own words, what are the goals of this soccer program?

Transfer:

5. Can you tell me what your view is regarding the fifth pillar of the TPSR model?
6. How do you promote the transfer of the TPSR values to other areas of the kids' lives?
7. How have you seen the players adopt the TPSR values over the course of the program?
8. In what ways, if any, do your TPSR sessions support players' skill development ? (Are there specific activities or actions you take?)
9. The TPSR model promotes voices and choices. Can you tell me how you promote this in your sessions?
10. How would you describe the relationship of the players on the team?
11. How would you describe your relationship with the players?
12. What types of things do you do to help build these relationships?
13. What are some of the challenges that you have had coaching this team?
14. Is there anything else you would like to add?

Thank you so much for your time.